

North Georgia College



Graduate Bulletin
1991 - 1993

NOTICE OF RESPONSIBILITIES

Institutional

1. North Georgia College does not discriminate on the basis of handicap in violation of Section 504 of the Rehabilitation Act of 1973. This nondiscrimination policy applies to admission or access to, or treatment, or employment in, its programs and activities.
2. No person shall, on the ground of sex, age, creed, race, or national origin, be excluded from participation in or be denied the benefits of any program or activity conducted by North Georgia College.

Student

1. It is important all students note that it is their responsibility to keep themselves apprised of current admission, retention and graduation requirements for their particular degree program. The statements set forth in this catalog are for informational purposes only and should not be construed as the basis of a contract between a student and North Georgia College. The College reserves the right to change any provision listed in this catalog, including, but not limited to academic requirements for graduation, without actual notice to individual students.
2. It is important that all students satisfy their financial obligations to North Georgia College. The College reserves and intends to exercise its right to withhold copies of educational records and/or to disenroll students who owe money to the College.

Graduate Bulletin

1991-1993

For clarification of or additional information about any part of this book, please contact the Director of Graduate Studies, North Georgia College, Dahlonega, Georgia 30597 or 404-864-1543.

GRADUATE CALENDAR 1991-1993

Fall Quarter, 1991

September 24 (Tuesday)	Late Advisement, Registration, Pay Fees*, First Day of Classes
September 26 (Thursday)	Final Day for Changing Schedules
October 28 (Monday)	Last Day for Drop with W
October 29 (Tuesday)	Mid-Term Grade Reports Due
November 8, 11-14 (Friday, Monday-Thursday)	Winter Advisement
November 11-15 (Monday-Friday)	Winter Registration
November 16 (Saturday)	Comprehensive Examination
November 28-29 (Thursday-Friday)	Thanksgiving Recess**
December 4 (Wednesday)	Last Day of Class
December 5, 6, 7 (Thursday, Friday, Saturday)	Examinations
December 10 (Monday) 9:00 a.m.	Final Grade Reports Due

*All fees must be paid by 5:00 p.m. September 24.

**Thanksgiving Recess begins at noon on Wednesday, November 27.

Winter Quarter, 1992

January 2 (Thursday) 12:00-5:00	Late Advisement
January 3 (Friday)	Registration, Pay Fees*, First Day of Classes
January 7 (Tuesday)	Final Day for Changing Schedules
January 20 (Monday)	Martin Luther King Jr. Day
February 7 (Friday)	Last Day for Drop with W
February 10 (Monday)	Mid-Term Grade Reports Due
February 14, 17-20 (Friday, Monday, Tuesday, Wednesday, Thursday)	Spring Advisement
February 17-21 (Monday, Tuesday, Wednesday, Thursday, Friday)	Spring Registration
February 29 (Saturday)	Comprehensive Examination
March 13 (Friday)	Last Day of Class
March 16, 17, 18 (Monday, Tuesday, Wednesday)	Examinations
March 19 (Thursday, 5:00 p.m.)	Final Grade Reports Due

*Fees must be paid by 5:00 p.m. on January 3.

Spring Quarter, 1992

March 25 (Wednesday)	Late Advisement, Registration, Pay Fees*, First Day of Classes
March 27 (Friday)	Final Day for Changing Schedules
April 28 (Tuesday)	Last Day for Drop with W
April 29 (Wednesday)	Mid-term Grade Reports Due
May 1, 2, 3 (Friday, Saturday, Sunday)	Parents Alumni Weekend
May 4, 5 (Monday, Tuesday)	Summer Advisement

May 5, 6 (Tuesday, Wednesday)	Summer Registration
May 8, 11-14 (Friday, Monday-Thursday)	Fall Advisement
May 11-15 (Monday-Friday)	Fall Registration
May 16 (Saturday)	Comprehensive Examination
May 30 (Saturday)	Last Day of classes for all students
May 31 (Sunday)	Graduating Student Grades due at 5:00 p.m.
June 2, 3, 5 (Tuesday, Wednesday, Friday)	Examinations
June 4 (Thursday)	Commencement (11:00 a.m.)
June 8 (Monday) (12:00 noon)	Final Grade Reports Due

*Fees must be paid by 5:00 p.m. on March 25.

Summer Quarter, 1992

June 17 (Wednesday)	Late Advisement, Registration, Pay Fees**, First Day of Classes
June 19 (Friday)	Final Day for Changing Schedules
July 3-6 (Wednesday-Saturday)	Independence Day Recess
July 16 (Thursday)	Last Day for Drop with W
July 17 (Friday)	Mid-Term Grade Reports Due
July 21, 22 (Tuesday, Wednesday)	Fall Advisement
July 22, 23 (Wednesday, Thursday)	Fall Registration
July 25 (Saturday)	Comprehensive Examination
August 12 (Wednesday)	Last Day of Class
August 13, 14 (Thursday, Friday)	Examinations
August 17 (Monday) (12:00 noon)	Final Grade Reports Due
August 21 (Friday)	Summer Graduation (7:00 p.m.)

**Fees must be paid by 5:00 p.m. June 17.

Fall Quarter, 1992

September 21 (Monday)	Late Advisement, Registration, Pay Fees*
September 22 (Tuesday)	First Day of Classes
September 24 (Thursday)	Final Day for Changing Schedules
October 26 (Monday)	Last Day for Drop with W
October 27 (Tuesday)	Mid-Term Grade Reports Due
November 6, 9-12 (Friday, Monday-Thursday)	Winter Advisement
November 9-13 (Monday-Friday)	Winter Registration
November 14 (Saturday)	Comprehensive Examination
November 26, 27 (Thursday, Friday)	**Thanksgiving Recess
December 2 (Wednesday)	Last Day of Class
December 3, 4, 5 (Thursday, Friday, Saturday)	Examinations
December 8 (Tuesday) 9:00 a.m.	Final Grade Reports Due

*Fees must be paid by 5:00 p.m. September 21.

**Thanksgiving Recess begins at 12:00 noon on Wednesday, November 25

Winter Quarter, 1993

January 4 (Monday)	Late Advisement, Registration, Pay Fees*
January 5 (Tuesday)	First Day of Classes
January 7 (Thursday)	Final Day for Changing Schedules
January 18 (Monday)	Martin Luther King Jr. Day
February 9 (Tuesday)	Last Day for Drop with W
February 10 (Wednesday)	Mid-Term Grade Reports Due
February 12, 15-18 (Friday, Monday-Thursday)	Spring Advisement
February 15-19 (Monday-Friday)	Spring Registration
February 27 (Saturday)	Comprehensive Examination
March 16 (Tuesday)	Last Day of Class
March 17, 18, 19 (Wednesday, Thursday, Friday)	Examinations
March 22 (Monday) (8:00 a.m.)	Final Grade Reports Due

*Fees must be paid by 5:00 p.m. January 4.

Spring Quarter, 1993

March 30 (Tuesday)	Late advisement, Registration, Pay Fees*, First Day of Classes
April 1 (Thursday)	Final Day for Changing Schedules
April 30-May 2 (Friday, Saturday, Sunday)	Parents Alumni Weekend
May 3 (Monday)	Last Day for Drop with W
May 4 (Tuesday)	Mid-term Grade Reports Due
May 3, 4 (Monday, Tuesday)	Summer Advisement
May 4, 5 (Tuesday, Wednesday)	Summer Registration
May 7, 10-13 (Friday, Monday-Thursday)	Fall Advisement
May 10-14 (Monday-Friday)	Fall Registration
May 22 (Saturday)	Comprehensive Examinations
June 4 (Friday)	Last Day of classes for all students
June 5 (Saturday) 5:00 p.m.	Graduating Student Grades due at 5:00 p.m.
June 8, 10, 11 (Tuesday, Thursday, Friday)	Examinations
June 9 (Wednesday)	Commencement (11:00 a.m.)
June 14 (Monday) 8:00 a.m.	Final Grade Reports Due

*Fees must be paid by 5:00 p.m. March 30.

Summer Quarter, 1993

June 21 (Monday)	Late Advisement, Registration, Pay Fees**
June 22 (Tuesday)	First Day of Classes
June 24 (Thursday)	Final Day for Changing Schedules
July 5 (Monday)	Independence Day Recess
July 20 (Tuesday)	Last Day for Drop with W
July 21 (Wednesday)	Mid-Term Grade Reports Due
July 27, 28 (Tuesday, Wednesday)	Fall Advisement
July 28, 29 (Wednesday, Thursday)	Fall Registration
July 31 (Saturday)	Comprehensive Examination
August 13 (Friday)	Last Day of Class
August 14, 16 (Saturday, Monday)	Examinations
August 17 (Tuesday) 5:00 p.m.	Final Grade Reports Due
August 20 (Friday) 7:00 p.m.	Summer Graduation

**Fees must be paid by 5:00 p.m. June 21.

General Information

Expenses and Fees

Financial Aid

Facilities

GENERAL INFORMATION

History

North Georgia College was founded in 1873 as an agricultural and mechanical college for men and women. At present it is a state-supported, liberal arts, senior college unit of the University System of Georgia under the direction of the State Board of Regents. It is located in Dahlonega, Georgia, on the site of the original U.S. Government Gold Mint. Dahlonega, a town of about 3,000 people, is set in the foothills of the beautiful Blue Ridge Mountains—55 miles/1 hour north of metropolitan Atlanta via Georgia 400.

North Georgia College was approved by the Board of Regents of the University System of Georgia to initiate a graduate program for teachers in June, 1974. This approval followed a four-year period of service by the College as a resident graduate center for the University of Georgia. In its approval, North Georgia College was authorized to offer the Master of Education degree in the areas of Early Childhood Education, Elementary Education, Secondary Education, and Special Education. Middle Grades Education was added in 1978. In 1991, the Physical Therapy Program was approved by the Board of Regents.

Statement of Purpose

The objectives of the programs are directly related to the goals of North Georgia College as stated in the statutes of the College. More specifically, the programs are designed to provide preparation for professionals at the fifth year level, to equip superior graduate students for study at advanced levels, and to provide professionals who do not desire a graduate degree the opportunity to enhance their skills and knowledge. All graduates of the programs should be capable of sustained study, possess a relatively broad knowledge of the literature in their area of study, and have a reasonable ability to engage in appropriate research.

Accreditation and Memberships

North Georgia College, as a senior member of the University System of Georgia, is an accredited member of the Association of American Colleges, the Association of Military Colleges and Schools, the Southern Association of Colleges, and the Association of Georgia Colleges. Its work in the field of education is recognized and accredited by the National Council for the Accreditation of Teacher Education and the Georgia State Department of Education. The quality of the training offered in all departments has long enjoyed national recognition. A significant number of its graduates attend graduate and professional schools.

Graduate Degrees

Education

Master of Education in Early Childhood Education

Master of Education, Grades K-12

Art

Physical Education

Master of Education in Middle Grades

Master of Education in Special Education

Learning Disabilities

Mental Retardation

Behavior Disorders

Master of Education in Secondary Education

Biology

Mathematics

Business Education

Modern Languages

Chemistry

Science

English

Social Science

Master of Physical Therapy

(North Georgia College is scheduled to begin graduate courses in physical therapy in the early 1990's. Contact the Director of Graduate Studies for exact starting dates.)

Specialist Degree

North Georgia College has been designated as a Residence center for certain 6th year programs offered by the University of Georgia. For information, contact the Director of Graduate Studies.

COLLEGE EXPENSES AND FEES*

All fees are payable at the time of registration for each quarter. Registration is not complete until all fees have been paid. All matriculation and other charges are subject to change without notice. Payment may be made either in cash or by check. If a check given in payment of a student's fees, books, or supplies is not paid upon presentation to the bank on which it is drawn, the student will be charged a returned check fee of \$15.00 or 5% of the amount of the check, whichever is greater.

Application Fee

ALL APPLICANTS to North Georgia College for graduate studies must submit a ten dollar (\$10.00) Application fee with their Application Form before the applicant will be given consideration as a prospective student. The Application Fee is non-refundable and will not apply toward the student's registration fees.

*All dollar amounts are subject to change without notification.

Tuition

The University System of Georgia requires no general tuition fee of students who are legal residents of the State of Georgia, and there is no charge for instruction, except for certain courses requiring instruction on an individual and small-group basis.

Matriculation Fee—Resident Students

Each student is required to pay matriculation fees. A student who is a legal resident of the State of Georgia according to the regulations of the Board of Regents of the University System of Georgia, and who has been a legal resident of the state for at least twelve months preceding the date of his registration must pay resident student fees. These fees are payable in advance at the beginning of each quarter. A full load is 10 or more hours per quarter.

Matriculation Fee	\$340.00 per full load/quarter or \$34.00 per quarter hour
-------------------	---------------------------------------------------------------

Matriculation and Tuition Fee—Non Resident Students

Each student who has been legally domiciled in the State of Georgia under the regulations of the Board of Regents for at least twelve months preceding the date of his registration shall pay at the beginning of each quarter the following matriculation and tuition fees:

Matriculation Fee	\$340.00 per full load/quarter or \$34.00 per quarter hour
-------------------	---------------------------------------------------------------

Tuition—Out -of-State	\$680.00 per full load/quarter or \$68.00 per quarter hour
-----------------------	---------------------------------------------------------------

Total	\$1020.00 per full load/quarter or \$102.00 per quarter hour
-------	-----------------------------------------------------------------

Students with a teaching contract in Georgia may be eligible for resident status and should contact the Registrar for details.

Student Activity Fee

A student activity fee of \$47.00 is charged every student taking six or more hours each quarter. The opportunity for students to enhance their total college environment and more fully appreciate the aesthetics of cultural, religious, social, and athletic participation is an integral part of a sound educational process. Student activity fees are utilized to provide cultural, social and athletic programs for the entire student body. In addition, these fees provide financial support for student facilities as the College, guest speakers and lecturers, student publications, and similar projects which are available for the exclusive use of the students of North Georgia College.

Student Health Fee

A student health fee of \$38.00 is charged every student taking six or more hours each quarter. The infirmary is open for student use on a 24 hour a day basis and consultation with a physician is available daily.

Room and Board

Room and board is available at the following rates:

Room	\$340.00 per quarter
Board	\$390.00 per quarter

Room reservations can be made by submission of a \$50.00 deposit.

Late Registrants

A student who fails to register during the period set aside for this purpose will be required to pay a service charge of \$5.00 per course.

Transcript Fee

A student who has discharged all financial obligations to North Georgia College is entitled to receive on request and without charge one transcript of his academic record. A charge of \$2.00 will be made for each additional transcript.

Graduation Fee

Every student receiving a degree must pay a graduation fee of \$35.00 to cover all expenses, including the rental of cap, gown, hood, and the cost of the diploma. Students may procure the necessary forms and pay the graduation fee at the Registrar's office.

Refund of Matriculation Fees

Formal withdrawal must begin with a written approval from the Director of Graduate Studies. At the time this approval is granted, specific instructions will be given for the students to complete his formal withdrawal. Any deviation from this procedure will be considered as an irregular withdrawal and will result in the forfeiture of the refund.

In the case of formal withdrawal, a refund of the matriculation fee may be made on the following basis:

- (1) Withdrawal during one week following the scheduled registration date; a refund of 80% of the matriculation fee paid for that quarter;
- (2) Between one and two weeks, 60%;
- (3) Between two and three weeks, 40%;
- (4) Between three and four weeks, 20%;
- (5) After four weeks, no refund.

In case of withdrawal, a refund on board and room may be made on the number of full weeks remaining in the quarter.

In the case of excused absence, a refund on board, not room, may be given on that part of the student's absence which is in excess of two weeks.

FINANCIAL AID

Graduate Assistantships

Assistantships are available in some departments offering degrees. Stipends vary, depending upon services rendered. Students interested in such grants may obtain further information by writing the Vice President for Academic Affairs.

Residence Hall Directors

Hall director positions are periodically available to a very limited number of graduate students. Students awarded these positions receive compensation based upon work done and responsibilities. Detailed information regarding positions can be obtained from:

Ms. Frances Saus
Associate Dean of Students
North Georgia College
Dahlonega, Georgia 30597

Loans and Part-Time Employment

North Georgia College participates in the Carl D. Perkins National Direct Student Loan Program. Loan ceilings are \$18,000 in the aggregate for graduate students (including any undergraduate loans). If the student enters the teaching field after college and teaches the physically handicapped or children in a defined poverty area, 100% of the loan (plus interest) may be cancelled. Cancellation of the loan (plus interest) takes place at the rate of 15% per year for the 1st and 2nd year, 20% per year for the 3rd and 4th year, and 30% per year for the 5th year.

Part-time positions are available for graduate students. Those interested in loans or part-time employment may obtain detailed information by writing the Director of Financial Aid.

Teachers seeking state grant-in-aid should write: Consultant, In-Service Teacher Education, State Office Building, Atlanta, Georgia 30334.

Veterans Administration Benefits

North Georgia welcomes the opportunity to assist former servicemen and women eligible for benefits under Public Law 894 or Public Law 550 and war orphans eligible for benefits under Public Law 634. The Veterans Affairs Office at North Georgia College provides an advisory service for students eligible for benefits under these laws. Students planning to attend college under these laws should obtain an application from the Veterans Affairs Office at the College. This office will process the application and certify enrollment.

Service-cancelable Loans for Teachers

The Georgia legislature appropriates funds annually to the Georgia Student Finance Authority to provide service-cancelable loans to eligible students as an incentive for increasing teacher manpower in mathematics, science and special

education.

Those interested may obtain detailed information by contacting the Director of Financial Aid at North Georgia College.

Regents Opportunity Scholarship

This scholarship program is through the auspices of the Board of Regents of the University System of Georgia. Funds are provided for qualified minority students to pursue a graduate degree. Contact the Director of Graduate Studies for further information.

FACILITIES

Library

Stewart Library, completed in 1971, holds more than 100,000 volumes plus approximately 400,000 units of microtext including daily issues of the New York Times from September 1, 1851 to date, Dissertation Abstracts from 1938 and the complete files and index of the Educational Resources Information Center (ERIC). Subscriptions are maintained to about 900 periodicals including the major educational journals. Interlibrary loan services are also available.

Stewart is the U.S. Government Selective Depository Library for the North Georgia area.

Circulated materials include books, audio-visual equipment, filmstrips, films, documents, clipping and pamphlet files.

The library is open and staff are available 7 days each week of the academic quarter including evenings to 10 p.m. (except Friday and Saturday evenings). Library cards are kept on file at the main circulation desk.

Computer Facilities

As a member of the University System of Georgia Computer Network, North Georgia College has access to the computers at the University of Georgia, Georgia Tech, and Georgia State University. Terminals are readily available to students if they need to access these computers.

A personal computer center for student use is located in the Education Building. In addition, most academic departments have PC's available to students on a limited basis.

A TI 990/12 computer is currently being used by North Georgia College for administrative applications. This computer can be used as a remote job entry terminal to the facilities provided by the University System Computer Network.

Instructional Media

The Department of Education maintains an instructional media laboratory and a video-tape laboratory. The laboratories exist not only to provide audio-visual equipment, but have trained staff on hand to provide services and consultation for more effective means of instruction.

CODE OF CONDUCT

The standards of conduct expected of North Georgia College students are basically those prevailing in any well ordered society composed of intelligent, moral people. In terms of disruptive behavior, the Board of Regents of the University System of Georgia has stated that any student who, acting singularly or in concert with others, obstructs or disrupts, or attempts to obstruct, or disrupt, by force or violence, or by threat of force or violence, any teaching, research, administrative, disciplinary, public service or any other activity authorized to be held or conducted on the campus of North Georgia College or on any campus of the University System of Georgia, shall be subject to immediate dismissal.

The words "force" and "violence" shall be construed to include such obstructive and disruptive acts as stand-ins, sit-ins, and lie-ins.

Any student who remains in or refuses to vacate any building on the campus of North Georgia College or on the Campus of any institution within the University System of Georgia at a time when such building is normally, usually and customarily closed to students, and after having received notice to vacate from the President of the institution or other officer charged with the custody and control of the building, shall be subject to immediate dismissal.

INTERNATIONAL STUDENTS

International students are encouraged to attend North Georgia College. Prospective students are advised to consult with the Director of Admissions in terms of the most recent requirements regarding financial statements, I-20 and Visa forms, resident status and scores on English proficiency tests.

Master of Physical Therapy

The Masters of Physical Therapy degree was approved by the Board of Regents of the University System of Georgia, February, 1991. This program is conducted in close collaboration with and the support of Northeast Georgia Medical Center, Saint Joseph's Hospital in Dahlonega, Saint Joseph's Hospital in Atlanta, Lanier Park Hospital, The Physical Therapy Center in Gainesville and Gainesville College.

The curriculum follows the 3 + 3 model in which the first three years consist of study in the liberal arts and pre-professional areas and the final three years are spent in professional study. An undergraduate degree in health science may be awarded after the first year of professional study to those students without a baccalaureate degree, and a master's degree will be awarded after successful completion of the final two years of professional study.

Admission to the Physical Therapy program will occur after successful completion of the following:

- a. All prerequisite courses with a GPA ≥ 2.7 .
Prerequisite courses must include but not be limited to, psychology (incl. abnormal), statistics, research methods, oral and written communication, humanities, fine arts, mathematics (incl. Calculus I), physics, chemistry (incl. organic), and biology (incl. anatomy/physiology and developmental.)
- b. A minimum of 135 credit hours with a minimum of 25+ upper division credits.
- c. Volunteer or paid experience in a physical therapy department.
- d. Acceptance by the Physical Therapy Admissions Committee.

Admission to the masters degree program in physical therapy will occur after successful completion of the following:

- a. Application to the Graduate Program at North Georgia College.
- b. A baccalaureate degree (with all prerequisite courses included) in health science with an overall GPA of 2.7 and a 3.0 GPA in physical therapy classes.

Detailed information, including course descriptions, course schedules, programs of study and so on, can be obtained by writing:

Director of Physical Therapy Program
Barnes Hall
North Georgia College
Dahlonega, GA 30597
(404) 864-1400

Admission Master of Education

ADMISSION

Requirements

To be admitted, an applicant must hold a bachelor's degree from an accredited college or university and must meet other admissions requirements as outlined below. The applicant must submit transcripts from all institutions attended prior to North Georgia College, as well as satisfactory test scores on the Graduate Record Exam (GRE), or the Miller Analogies Test (MAT). Scores on admission tests may not be over 5 years old. Medical forms are also required.

Procedure

Application forms may be obtained from the Office of Graduate Studies or the College Admissions Office. The completed form with the \$10.00 application fee, official transcripts sent directly from all prior Institutions attended and tests scores should be on file in the Admissions Office at least 20 days prior to the time of enrollment.

If applicants cannot enter the Graduate Studies Program in the quarter indicated on the application form, they should inform the Admissions Office of their plans.

Standings

Degree

All students seeking the Master of Education degree at North Georgia College are considered degree students.

A. Regular

A student who has graduated from an accredited institution with a cumulative undergraduate GPA of 2.5 or above, GRE score of 800 or above on the aptitude portion, or a MAT score of 44 or above.

B. Provisional

To be admitted provisionally a student must:

1. have graduated from an accredited institution.
2. have earned a cumulative undergraduate GPA of 2.5 or higher.
3. have an undergraduate major in, or prerequisite for the planned field of study where applicable.
4. have an MAT score so that $\text{MAT} + \text{GPA} \geq 560$ or a GRE score so that $\text{GRE} + \text{GPA} \geq 1000$. Minimum acceptable scores are: MAT of 27; GRE of 700.

If a student fails to meet the requirements for provisional admission, then the student may appeal for admission through the office of the Director of Graduate Studies.

Students may remain admitted on a provisional basis until they have attempted 15 hours of graduate work. If they satisfactorily complete the initial 15 hours of work with no grade less than a "B", they may be admitted to regular standing subject to approval by appropriate college officials.

Non-Degree

All students at North Georgia College taking graduate courses and not seeking the Master of Education degree are considered non-degree students.

- A. Standard Post-Baccalaureate. (Definition: The student is seeking initial certification to teach in the State of Georgia.)
 1. A student in this category must have a bachelor's degree from an accredited college with a minimum grade point average of 2.5 calculated on all undergraduate work attempted.
 2. If a non degree student should decide to seek a degree, requirements for provisional or regular standing must be met. In such cases no more than 15 hours of credit earned while in non-degree standing may subsequently be applied toward meeting the requirements of a masters' degree at an institution in the University System.
- B. Alternate Post-Baccalaureate. (Definition: The student is seeking certification renewal or personal enrichment.)
 1. A student in this category must have a baccalaureate degree from an accredited college with a minimum grade point average of 2.0 calculated on all undergraduate work attempted.
 2. Hours earned in this category may not be subsequently applied toward meeting the requirements of a master's degree at North Georgia College.
- C. Post-Graduate Admission. (Definition: The student, holder of an earned graduate degree, has not applied for another degree program, but wishes to take work for certification or personal enrichment.)
 1. Students in this category must have a graduate degree from an accredited college.
 2. No more than 15 hours of graduate credit earned in this category may subsequently be applied toward meeting the requirements of a graduate degree at an institution in the University System. No credit earned in this classification may be applied to the Specialist in Education degree programs.

ADMISSION TO THE GRADUATE STUDIES PROGRAM DOES NOT IMPLY ACCEPTANCE AS A CANDIDATE FOR A MASTER'S DEGREE.

Transfer

Students wishing to transfer into the Graduate Studies Program must become a degree seeking candidate and meet all the requirements of applicants for regular standing. The student may offer in transfer, subject to approval by their advisor and the Director of Graduate Studies, a maximum of 10 hours with grades of "B" or better from an accredited graduate school. This request for transfer of graduate credit must be done in writing by the student through the Office of Graduate Studies. All work, including transfer credit, must be completed within the 6 year period.

Academic Regulations Master of Education

REQUIREMENTS FOR GRADUATE DEGREES

Admission to Candidacy

Admission to candidacy may be granted to any regular graduate student when the following requirements have been met: (1) the student has completed at least 15 quarter hours of acceptable graduate work at North Georgia College; (2) the student has filed in the office of Graduate Studies an application for candidacy/program of study approved by the advisor, the appropriate departmental chairman, and the Director of Graduate Studies; (3) if applicable, the student has on file an approved plan for thesis or research project.

Students must be admitted to candidacy prior to enrollment in their sixth course. If a student is seeking fifth-year teacher certification then the student should furnish evidence of eligibility for the Georgia T-4 Certificate.

Program of Study

The Program of Study must be completed and on file in the Graduate Office by the completion of 25 hours of graduate work. If the student is following the program requiring a thesis, the thesis subject must also be submitted for approval.

The Program of Study shall consist of those courses for which graduate credit is granted toward a degree or teacher's certificate. No changes may be made in the Program of Study, without approval in advance by the Director of Graduate Studies. A memorandum of such changes must be appended to the Program of Study in the candidate's file.

Course Requirements

The program, planned as a logically organized whole and interrelated with the student's undergraduate years, will meet the following minimum requirements:

Program Without Thesis. The program without thesis requires a MINIMUM OF 55 QUARTER HOURS OF COURSE WORK, of which at least 25 hours must be in courses numbered 700 or above. The 55 quarter hours shall be organized in the following manner:

A. Education 700—Foundations of Education	5 hours*
B. Education 701—Educational Research	5 hours
C. Education 702—Psychology of Classroom Learning	5 hours
D. Education 713, 734, 773, or Special Education 770	5 hours
(Students should take the curriculum course related to their area.)	
E. Academic Concentration (Minimum)	25 hours
F. Elective—(To be chosen from Education or Academic concentration)	5 hours
G. Elective—(Chosen from Education or Academic concentration)	5 hours
Total	55 hours

*Early childhood majors should take Education 727, Trends in Early Childhood.

Program With Thesis. The program with thesis requires a minimum of 45 quarter hours of course work, of which at least 25 hours must be in courses numbered 700 or above. The program with thesis will be organized in the following manner:

A. Education 700—Foundations of Education	5 hours*
B. Education 701—Educational Research	5 hours
C. Education 702—Psychology of Classroom Learning	5 hours
D. Education 713, 734, 773, or Special Education 770	5 hours
(Students should take the curriculum course related to their area.)	
E. Academic Concentration (Minimum)	25 hours
F. Thesis	
(Students should register for Education 709)	
10 hours	
Total	55 hours

*Early childhood majors should take Education 727, Trends in Early Childhood.

Candidates for the M.Ed. degree must meet certain undergraduate and graduate requirements in the teaching area. Since these requirements vary from department to department it will be necessary for the student to plan with an adviser in the department. It is the student's responsibility to insure that all requirements both undergraduate and graduate have been met. Each department will provide the candidate with a list of requirements upon request.

Course Numbers, Load and Schedule

Courses numbered 700 and above are open only to graduate students. Certain courses devoted to fundamental knowledge carry a 300/400 number of an undergraduate in the senior division and a corresponding 600 number for a graduate student.

A full load for a graduate student is 10-15 hours per quarter. If students are fully employed, they should take only five hours of graduate work during the time of employment. A student on a graduate assistantship may take a maximum of ten hours of graduate work per quarter.

The College makes every effort to maintain the schedule of courses as announced in its bulletin. However, the right is reserved to withdraw courses, change instructors, or change the schedule of classes at any time without previous announcement.

All students should be careful not to enroll in courses which they have previously taken. The final responsibility for non-duplication of courses rests with the student.

Thesis

The thesis must embody the results of a study related to the student's academic concentration. The study must demonstrate the ability to successfully attack a genuine education problem and draw logical and significant conclusions from the data.

Each student undertaking a thesis should register for Education 709. Grading for this course will be done by the student's major professor.

The format of the thesis must conform to the requirements specified by the College.

The candidate must consult with all thesis committee members as the thesis progresses, and suggestions must be incorporated before the final form of the thesis is typed. The final copy of the thesis must be submitted to all members of the examining group not later than one week preceding the date of the thesis examination. Revisions or corrections by the examining committee must be made before acceptance of the thesis becomes final.

Faculty Committees

For students admitted to candidacy in programs requiring a thesis, an advisory committee is appointed by the Director of Graduate Studies. The chairman shall come from the academic Department concerned, with the remaining two members coming from the Department of Education. The chairman serves as the major professor for work on the thesis, but candidate is expected to consult regularly with all members of the committee while the work is in progress. The thesis defense is conducted by the student's committee.

Students who are candidates in the program not requiring the thesis will be advised only by their major professor until they reach the point of taking their comprehensive examinations. At this time the major professor will choose two additional faculty members and form a committee to administer the area examination. The committee must be approved by the Director of Graduate Studies. The core comprehensive examination is required of all candidates and is administered by the Director of Graduate Studies.

Comprehensive-Final Examinations

Comprehensive-final examinations must be taken and passed by all candidates for a graduate degree. The core comprehensive examination will evaluate the required education courses. The area comprehensive examination will evaluate the content courses. The following regulations govern the administration of the comprehensive examinations:

1. The student must be registered when taking the core and/or the area examination.
2. Students must apply with the Director of Graduate Studies to be permitted to take the core examination and with the appropriate advisor to take the area examination.
3. Each student is required to take an examination. Whether it is oral and/or written is determined by the student's major department.
4. The area examinations are administered by the committee comprised of the major professor and two or more additional faculty members. The committee must be approved by the Director of Graduate Studies.
5. The area examination covers all work prescribed by the student's program of work, including transferred work, and, if applicable, the thesis or research project.
6. The core comprehensive examination is required for all candidates and is administered by the Director of Graduate Studies.

GRADUATION

Students who finish all degree requirements in the summer or fall must apply for graduation at the Registrar's Office during the first week of their final quarter. Students finishing the winter or spring quarter must apply for graduation during the first week of the winter quarter. The fee will be submitted to the Registrar of the College. Students are expected to attend the graduation exercises at which their degree is to be conferred. No students will be issued diplomas or transcripts of credits if they are in default of any payments due the College.

ACADEMIC GUIDELINES

Grading System

All institutions of the University System of Georgia shall be on a 4.0 grade point average system. The following grades are approved for use in institutions of the University System of Georgia and are included in the determination of the grade point average:

- A — Excellent
- B — Good
- C — Satisfactory
- D — Passing
- F — Failure
- WF — Withdrew, failing

The following grading symbols are approved for use in the cases indicated, but will not be included in the determination of the grade point average.

- I — This symbol indicates that a student was doing satisfactory work but, for non-academic reasons beyond the student's control, was unable to meet the full requirements of the course. If an "I" is not satisfactorily removed within two quarters, the symbol "I" will be changed to the grade "F" by the appropriate official.
- W — This symbol indicates that a student was permitted to withdraw without penalty. Withdrawals without penalty will not be permitted after the mid-point of the total grading period except in cases of hardship as determined by the appropriate official of the respective institution.
- V — This symbol indicates that a student was given permission to audit this course. Students may not transfer from audit to credit status or vice versa.

Academic Performance

A graduate student must maintain a grade point average of 3.0 or better. No grade below a "C" will be accepted toward a degree. The record of any student receiving more than two "C's" will be subject to review by an ad hoc graduate review committee appointed by the Chair of the Graduate Council and composed of no fewer than three members.

Graduate students whose academic performance is unsatisfactory will be subject to the following:

1. Academic Notice. When any student's GPA falls below a B average that student will be placed on academic notice until the B average is attained. No student may become a candidate for the degree or take the comprehensive examination while on academic notice.
2. Probation. A student will be placed on probation for either of the following reasons:
 - a. The student's grade point average falls below 2.67 any time after 30 quarter hours have been attempted. (Probation is removed when the GPA reaches 3.0 or higher.)
 - b. The student earns one "F". (Probation is removed when the course or a substituted course, approved by the Director of Graduate Studies, is taken and a grade of "B" or "A" is attained.) No student may be a candidate, or take the comprehensive examination while on probation.
3. Suspension. Any student receiving 2 "F's" or any 3 grades below "C" will be suspended. No student may enroll in any graduate courses while on suspension. (If suspended, a student may reapply for admission. Readmission is subject to the approval of the Graduate Admissions Committee.)

Time Limit, Residence Requirement

In any graduate program all work submitted for a degree (including the comprehensive examinations) must be completed within a six-year period. It is expected that the student will complete the program with reasonable continuity. Students called into military service, stricken by serious illness, or the like, may apply for an extension of time.

At least half of all coursework must be completed on-campus.

Scores on graduate admission tests may not be over 5 years old.

Transfer, Extension, Correspondence Credit

In any graduate program a maximum of 10 quarter hours of graduate credit may be transferred from another accredited institution subject to the following conditions: (1) work already applied toward another degree cannot be accepted; (2) work must have been completed within the six-year period allowed for the completion of degree requirements; (3) work must have been applicable toward a graduate degree at the institution where credit was earned; (4) work offered for transfer must have the approval of the Director of Graduate Studies and the head of the department or advisor of the student's major; (5) acceptance of the transfer credit does not reduce the residence requirement stated above; (6) once enrolled in the NGC graduate program, students desiring to take courses at another institution must apply for transient permission to the Director of Graduate Studies, after securing the written approval of their advisor.

Under no circumstances may credit earned through correspondence work be applied toward satisfaction of degree requirements.

Transient Students

A student who has taken work in a college or university may apply for the privilege of temporary registration in North Georgia College. Such a student will ordinarily be one who expects to return to the college or university in which he was previously enrolled.

The following policies shall govern the admission to students on a transient status:

1. The student must apply for admission to North Georgia College.
2. The admissions officer must have evidence that the institution that the student previously attended was an accredited or an approved institution.
3. An applicant will be accepted as a transient student when it appears that the applicant's previous academic work is of a satisfactory quality. The Director of Admissions may require the applicant to submit a transcript of his previous college work.
4. An applicant for admission as a transient student must present a statement from the dean or registrar of the institution that he last attended recommending his admission as a transient student. Students on academic probation or suspension or on disciplinary suspension will not be admitted.

Transient Student Permission

Any student may apply to the Director of Graduate Studies in writing for authorization to complete certain courses at another college or university as a transient student. This application must be approved by the Director of Graduate Studies before enrollment in the course. If an academic major has been chosen, the application must also be approved by the academic advisor concerned. Transient student permission will not be granted to students on academic notice, probation, or suspension, or for the purpose of repeating courses.

Change of Program

Before a graduate student may transfer from one degree program to another, he must submit his request in writing to the Director of Graduate Studies. This request must then be approved by the new major department and the Director of Graduate Studies. Unauthorized changes may result in additional degree requirements.

The Off-Campus Program

North Georgia College provides graduate courses in a number of locations throughout the Northeast Georgia area. Off-Campus sites may vary from quarter to quarter, but every effort is made to provide the graduate student the convenience of taking courses at locations in or near their home community. Students are allowed to take up to one-half of their course work at off-campus locations. Costs for off-campus courses are slightly higher than for on-campus courses.

Advisers

The Director of Graduate Studies in Education is the general adviser for all graduate students, but, so far as particular courses are concerned, a student is counseled by the

head of the major department or by professors appointed as academic advisers for each student. A new student seeking an adviser should report to the Director of Graduate Studies, who will assign the student to a particular adviser.

The adviser is expected to provide the graduate student with a list of courses required for graduation. At the time of each registration, the adviser should approve the student's program of study for that quarter.

Teacher Certification

Teacher certification is a complex process. If students work closely with their advisors in establishing and implementing their Program of Studies, difficulties regarding State certification can be kept to a minimum. However, if the student does not hold a teaching certificate additional work will be required. Questions should be referred to the Director of Graduate Studies or to the Head of the Department of Education.

Program Check List Master of Education

Check List MASTER OF EDUCATION PROGRAM

Procedure	Filing Date	Availability of Forms	Submit to
1. Admission to regular standing.	At application. (After 15 hours for Provisional and Post Baccalaureate.)	Director of Graduate Studies	Registrar's Office (Provisional and Post-Bac. submit to Dtr. Graduate Studies)
2. Selection of Major Professor or Committee upon acceptance into Graduate Program	As soon as possible after admission.	Director of Graduate Studies	Director of Graduate Studies
3. Completion of Program of Studies/Admission to Candidacy for the Master's Degree.	Upon Completion of 15 hours and before completion of 25 quarter hours.	Graduate Office	Graduate Office
4. Request for transfer of graduate credit earned in another school. (No work will be transferred unless student makes a formal request.)	Immediately after student is admitted to candidacy for the degree.	Graduate Office	Student's Major Professor
5. Plan with Major Professor and Committee on Research, if thesis program is chosen.	Immediately after student's Major Professor or Committee is appointed	None	None
6. Application for Comprehensive Examination	First week of final, or next to final, quarter of course work.	Graduate Office for core, advisor for area	Graduate Office for core, advisor for area

PROGRAM CHECK LIST

Check List			
Procedure	Filing Date	Availability of Forms	Submit to
7. Order Cap and Gown.	Summer & Fall Quarters: during the first week of the quarter. Winter & Spring Quarters: during the first week of Winter quarter.	Registrar's Office	Registrar's Office
8. Pay diploma Fee.	last week of last quarter of course work.	Registrar's Office	Registrar's Office
9. If under Thesis Program, thesis with signed approval forms and receipt for thesis binding.	At least 20 days before degree is conferred.	Director of Graduate Studies	Director of Graduate Studies
10. Take final oral and/or written examination.	At least 20 days before degree is conferred.	Director of Graduate Studies will set date, time, place, and notify student of results of core examination. Adviser does same for area.	
11. Defense of Thesis.	Same as above.		

Course Descriptions

Master of Education

BIOLOGY

M.Ed. in Biology
Requirements

Persons who pursue the graduate program in Biology should normally have an undergraduate background in the Biological Sciences equivalent to the Major in Biology-Secondary Education curriculum as listed in the most recent North Georgia College Bulletin. Other requirements are found in various sections of the Graduate Bulletin. The 25 to 30 hours graduate level Biology should consist of a broad coverage of the area or select courses designed to complement an individual's specific background or objectives.

BIOL— 601	Plant Taxonomy Prerequisites: Biology 221 or 222. An introductory plant taxonomy course, using local vascular plants to teach principles of plant systematics. Four lectures and one two-hour laboratory period per week; mandatory week-end field trip to the coast is required for successful completion of the course.	5 hrs	BIOL— 625	Introductory Entomology Prerequisites: Biology 225 or by permission of Department Head. A study of the classification, ecology and biology of all orders. Three lectures and two, two hour labs per week.	5 hrs
BIOL— 616	Perspectives in Contemporary Biology Prerequisites: Three 200-400 level Biology courses. A course featuring a relevant and holistic interpretation of contemporary Biology. Emphasis will be placed on understanding the processes of Biology, the human aspects of how Biology is done, and the impact of contemporary Biology on society. Five lectures per week.	5 hrs	BIOL— 626	Ecology Prerequisites: Four courses in Biology. A study of plants and animals in their relations to each other and to the physical and chemical factors of the environment. Four lectures and one three-hour laboratory per week.	5 hrs
BIOL— 620	Genetics Prerequisites: Biology 106. A study of the principles of heredity in plants and animals, with application to human heredity. Four lectures and one two-hour laboratory per week.	5 hrs	BIOL— 627	Wildlife Biology and Conservation Prerequisites: Biology 105-106. The Biology of selected wildlife species, their habitat requirements, and strategies for their conservation and management. The laboratory will include field experiences. Three lectures and two, two-hour laboratories per week.	5 hrs
BIOL— 623	Parasitology Prerequisites: Biology 225. A study of parasitism, the classification, morphology and life histories of animal parasites, and the epidemiology, pathology, and treatment of parasitic human diseases. Three lectures and two, two-hour laboratories per week.	5 hrs	BIOL— 630	Cell Biology Prerequisites: Two 300-400 level Biology and two courses in Chemistry. An integrated approach to the study of the biochemistry, physiology, and structure of the plant, animal, and prokaryote cells with special emphasis to the techniques employed to study these cell types. Four lectures and one two-hour laboratory per week.	5 hrs
BIOL— 624	Introductory Microbiology Prerequisites: Biology 222 and two courses in Chemistry. An introduction to the principles and techniques of microbiology; to include a survey of microorganisms with emphasis on their relationship to man. Four lectures and one, two-hour laboratory per week.	5 hrs	BIOL— 640	Immunology Prerequisites: Biology 280 or 324 and two courses in Chemistry. A study of cellular and humoral defense mechanisms to include the current concepts of immunochemistry, immunobiology, and immunopathology. Four lectures and one two-hour laboratory per week.	5 hrs
			BIOL— 645	Evolutionary Biology Prerequisites: Four 200-400 level courses in Biology. A study of the principles of evolu-	5 hrs

tionary biology, the history of evolutionary thinking, the mechanisms of evolution, evidence of evolution, evolutionary theories, the early history of life on Earth, and human evolution. Five lectures per week.

- BIOL—** **Physiology** **5 hrs**
650 Prerequisites: Biology 225, 226, or 250-251. An exploration of the functions of tissues, organs, and organ systems. Laboratory includes introductions to techniques of physiological measurement and data interpretation. Four lectures and one two-hour laboratory per week.
- BIOL—** **Marine Biology** **5 hrs**
660 Prerequisites: Biology 225 or 326. The principles of marine biology, physical, chemical and biological oceanography, and marine ecology. A mandatory four-day field trip to the Georgia coast is required for successful completion of the course. Five lectures per week.
- BIOL—** **Neurobiology** **2 hrs**
668 Prerequisites: Junior or senior standing in Biology, Chemistry, or Psychology. A brief but comprehensive survey of the human nervous system presented from the viewpoints of neuroanatomy, neurophysiology and clinical neurology. Two, two-hour lecture-demonstration-laboratory sessions per week.
- BIOL—** **Animal Histology** **5 hrs**
670 Prerequisites: Biology 226. A study of selected mammalian tissues and organs with emphasis on humans. Laboratory work involves the microscopic study of tissues and the use of histological techniques in the preparation of animal tissue slides. Three lectures and two, two-hour laboratories per week.
- BIOL—** **General Embryology** **5 hrs**
680 Prerequisites: Biology 226. An introduction to the patterns of animal development, mechanisms of cellular differentiation, and

cell interactions. Four lectures and one two-hour laboratory per week.

- BIOL—** **Man and the Environment** **5 hrs**
700 A study of the fundamentals of ecology with emphasis upon man's interaction with the natural world. The fundamentals will be used to analyze environmental problems and their implications for the human future. Projects will individualize the course according to student need, interest and expertise.
- BIOL—** **Teaching Strategies for Middle and** **5 hrs**
704 **Secondary School Science Teachers**
 This course has as its primary objective the assisting of individuals working to improve their teaching of science. The format of the class will include discussion, lecture, and practice of teaching techniques.
- BIOL—** **Curriculum Planning in Science** **5 hrs**
708 This course includes a study of factors which influence science instruction in today's schools. Historical, psychological, social, philosophical and practical concerns will be addressed and considered in the processes of selecting and developing curriculum materials.
- BIOL—** **Animal Ecology for Teachers** **5 hrs**
720 A survey of the taxonomy of animal groups from sponges through mammals, with attention to basic organization and function, ecology, and evolutionary relationships. Select groups will be considered in terms of life history, behavior, and population patterns.
- BIOL—** **Plant Ecology for Teachers** **5 hrs**
730 This course introduces the teacher to subject matter in plant ecology that is appropriate for use in middle and secondary school science courses. A lecture/laboratory/field format will be employed.
- BIOL—** **Independent Study in Biology** **5 hrs**
780

BUSINESS EDUCATION

- BADM—** **Intermediate Macro** **5 hrs**
621 **Economic Analysis**
 Prerequisites: BADM 221 and 222. An intensive study of the measurement, analysis, and control of aggregate economic activity. The economic principles underlying national income, business cycles, and growth are examined, and particular attention is given to problems involved in formulating economic policies.
- BADM—** **Intermediate Micro** **5 hrs**
622 **Economic Analysis**
 Prerequisites: BADM 221 and 222. An intensive study of price theory and its uses. Specific topics covered include the theory of demand, the theory of the firm, pricing in competitive and monopolistic markets, and the pricing of economic resources.

BADM— 624	Money and Banking Prerequisites: BADM 221. A study of the basic principles and concepts of money and credit and their importance in the present economy. The major topics emphasized are the key role of the commercial banking system in our economy, central banking as a means of expanding and stabilizing the supply of money and credit, monetary theory, monetary and fiscal policies, international banking and finance, and other banking and credit institutions.	5 hrs	BADM— 637	Managerial Accounting Prerequisites: BADM 231 and 232. A study of the use of accounting as a tool in the decision making process. Major topics covered including budgeting, gross profit, and break-even and cost profit-volume analysis, capital expenditures, and internal profit measurement.	5 hrs
BADM— 626	Labor Economics Prerequisites: BADM 221 and 222. A study of the origin of the labor movement; population and labor force; organized labor; union organization and management; collective bargaining; and the problems of unemployment, full employment, wage theory and policies, and labor legislation.	5 hrs	BADM— 638	Auditing This course is a study of the principles and theory of the attest function of accounting applied internally and externally. Internal control systems and the review of authoritative professional literature are emphasized.	5 hrs
BADM— 627	International Business An analysis of the mechanics of doing business abroad including theories of trade, methods of trade, and balance of payments. In addition, the effect of cultural, economic, environmental, legal, political and sociological differences of US business operations abroad will be linked with the functional areas of international business, management, accounting and finance.	5 hrs	BADM— 641	Risk and Insurance Prerequisites: BADM 221 or permission of instructor. Studies the nature of risk and the role of insurance in risk management from individual and business view-points by considering insurance carriers, contracts, underwriting, and regulation.	5 hrs
BADM— 631 632 633	Financial Accounting, I, II, III Intermediate Financial Accounting, I, II and III examines generally accepted principles of accounting for assets, liabilities and capital along with the implication for revenues and expenses. Authoritative literature is introduced. Additional specialized topics include leases, pensions, price-level changes and financial statement analysis. The courses are offered in sequence starting with the Fall quarter.	5 hrs	BADM— 642	Real Estate A study of the concepts, principles, practices, and laws relating to acquiring, holding, utilizing, and disposing of real property.	5 hrs
BADM— 635	Federal Income Taxation This course is an introduction to the taxation of individuals and the fundamental tax provision applicable to all taxable entities. These provisions include the revenue, gain and loss recognition, tax basis, capital gains and business expense.	5 hrs	BADM— 644	Corporate Finance Prerequisites: BADM 221 and 222. A study of financial organization and management from the standpoint of the chief financial officer of an operating business. Major topics emphasized are choosing a form of organization, planning and managing assets, planning the financial structure, managing short- and long-term funds, and valuing business enterprises.	5 hrs
BADM— 636	Cost Accounting A study of manufacturing costs and cost accumulation systems. Job order, process and standard cost systems are examined.	5 hrs	BADM— 646	Public Finance Prerequisites: BADM 221 and 222. A study of the principles and techniques of government debt; specific tax and non-tax revenues; and expenditures at the national, state and local levels.	5 hrs
			BADM— 653	Quantitative Methods II— Statistical Analysis for Business A course in statistical methods with special reference to economic and business applications. Topics include probability distributions, sampling and hypothesis testing, statistical decision theory, regression and correlation, time series and trend, and index numbers.	5 hrs
			BADM— 654	Quantitative Methods I— Mathematical Analysis for Business An introductory course in quantitative methods and concepts used as an aid in the analysis	5 hrs

of business problems for decision making. A brief review of relevant mathematical subjects is conducted. Topics include decision models under conditions of uncertainty, linear programming, forecasting techniques, CMP, PERT, Monte Carlo simulation, and others.

BADM— 665	Human Resources Management A study of the principles and procedures of the recruitment, selection, and placement of a labor force. Treatment of grievances, problems of collective bargaining, compensation policies, merit rating, promotion, transfer and discharge, training and personal records are emphasized.	5 hrs
BADM— 666	Retailing Management A study of the organization, planning, policies, procedures problems, and controlling of the various types of retailing institutions. The major topics emphasized include the selection retailing locations; organization or retailing services; and the selection, training, compensation and supervision of retailing personnel.	5 hrs
BADM— 667	Small Business Management A complete coverage of sound business practices for starting and operating a small business establishment.	5 hrs
BADM— 672	Principles of Advertising A study of planning, organizing, and controlling involved in the management of the advertising function of business. Major consideration is given to budgeting for advertising, advertising research, media selection, preparation of advertisements, services of advertising agencies and the economic and social effects of advertising.	5 hrs
BADM— 674	Sales Management Prerequisites: Business Administration, 361, 371. A study emphasizing the role of personal selling within the marketing mix, including principles of selling, building or organization, controlling and evaluating the sales force.	5 hrs
BADM— 675	Marketing Research Prerequisites: Business Administration 251, 353, 354. A study of the principles and methods of marketing research. Topics include: information sources; project design and administration; data processing and analysis; and report writing.	5 hrs
BADM— 676	Marketing Management Prerequisites: Business Administration 373, 474. A study of various policies and problems requiring decisions by market management in	5 hrs
BADM— 701	Principles and Problems in Business Education Principles of business education in relation to the contemporary problems that face business teachers in the secondary school.	5 hrs
BADM— 702	Problems in Teaching Basic Skill Courses The theory and psychological principles of skill building and evaluation.	5 hrs
BADM— 703	Problems in Teaching Basic Business Courses Teaching procedures, materials, standards and evaluation in teaching bookkeeping, management, economics and related courses in the secondary school.	5 hrs
BADM— 705	History and Philosophy of Vocational and Business Education This course is designed to acquaint students with the philosophy and principles of vocational education specifically; federal financial support and other encouragement; organization, administration, and supervision of vocational education.	5 hrs
BADM— 720	Economics for High School Teachers Develops the content, teaching, and application of economics to citizen needs for teachers who desire an understanding of general economics in the public school curriculum.	5 hrs
BADM— 721	Economics for Elementary and Middle School Teachers Develops the content, teaching, and application of economics for teachers who desire an understanding of general economics in the K-8 public school curriculum.	5 hrs
BADM— 722	Consumer Economics This course is designed for teachers and those students who desire a detailed study of consumer problems. The more important elements of consumer education are reviewed, including consumer goods, consumers' services, buying problems, consumer organization, problems of personal finance, and well-balanced spending programs.	5 hrs

BADM— Theory of Accounting 5 hrs
739 A study of accounting thought to include both financial and cost accounting theory. Topics of historical significance as well as current problems will be examined.

BADM— Independent Study in 5 hrs
780 Business Education
 The study of a topic or a problem in business education significantly related to the student's interest. (With approval of the student's advisor.)

CHEMISTRY

CHEM— History of Chemistry and 5 hrs
600 Chemical Literature
 The historical development of modern theories in chemistry will be examined. The chemical literature as an aid in teaching will be examined. In addition, sources of teaching aids such as films and literature will be discussed.

CHEM— Chemical Process 5 hrs
601 A discussion of important inorganic industrial processes. This course will also include discussion of such everyday operations as photography, leaches, detergents, and dyeing. Four hours of lecture and one laboratory period per week.

CHEM— Chemistry and the 5 hrs
602 Environment
 A comprehensive discussion of the effects of chemical technology on our environment and of the effect of this technology on our standard of living. Four hours of lecture and one laboratory period per week.

CHEM— Introduction to 5 hrs
611 Biochemistry
 Prerequisites: Chemistry 230 or 331. This course discusses intermediate metabolism and the various classes of compounds involved in those transformations. Four lectures and one laboratory period per week.

CHEM— Inorganic Chemistry 5 hrs
621 Prerequisites: Chemistry 340 or 341. An extension of the study of inorganic chemistry begun in general chemistry. The current theories of atomic structure and bonding in complex ions, crystal systems, and some descriptive inorganic chemistry will be discussed. Four lectures and one laboratory period per week.

CHEM— Organic Chemistry 5, 5, 5 hrs
631, Prerequisite: Chemistry 123. These courses
632, are designed to introduce the student to func-
633 tional groups and their interconversion, the mechanism of chemical reaction, conformational analysis, and stereochemistry. The Third quarter includes an introduction to carbohy-

drates and amino acids, kinetic methods and an introduction to problems of organic synthesis.

CHEM— Physical Chemistry 5 hrs
640 This course is a non-calculus introduction to physical chemistry. Emphasis is placed on the application of physical chemical principles to the life sciences. Four lectures and one laboratory period per week.

CHEM— Physical Inorganic 5 hrs
721 Chemistry
 A comprehensive application of modern theories and of thermodynamics to periodicity and to chemical reactions.

CHEM— Introduction to 5 hrs
730 Organic Analysis
 Prerequisite: Two quarters of organic chemistry or permission of Department Head. The course will be devoted to qualitative organic analysis and will be an extension of the identification done as part of the laboratory work of the basic year course in organic chemistry. Instrumentation such as the infrared spectrophotometer, ultraviolet spectrophotometer, the gas chromatograph, and other tools will be used to accomplish the stated objectives. Four hours lecture, and one laboratory period per week.

CHEM— Advanced Organic 5 hrs
731 Chemistry
 The use of chemical reactions in synthesis. A survey of industrial reactions and industrially important chemicals. Introduction to catalysis.

CHEM— Instrumental Analysis 5 hrs
751 An examination of the use of instruments such as pH meters, spectronic 20, infrared, atomic absorption to teaching chemical concepts. Four hours lecture and one laboratory period per week.

CHEM— Independent Study 1-5 hrs
780

EDUCATION

EDUC— 600	Special Problems in Education	5-10 hrs	EDUC— 623	Social Studies for Teachers	5 hrs
EDUC— 601	Child Development	5 hrs		An integrated social studies course designed for teachers. Topics considered include responsibilities of family membership, occupations, labor unions, taxation, local government functions, ways of communications and world cultures other than that of the U.S.A.	
EDUC— 603	Human Growth and Development	5 hrs	EDUC— 640	Classroom Management and Organization	5 hrs
	A study of the development of the human from the prenatal period through adolescence. Focuses on the role played by maturation and experience in the social, emotional, intellectual, moral, and physical development of the individual. Includes genetic and environmental influences on the development of the person. Educational practices considered in relation to their effect on the development of children. Treats the relationship of learning and learning theory on classroom teaching and planning. Observation and study of children in public school required two hours weekly.			This course is designed to provide classroom teachers with the knowledge and skills for managing the total instructional setting, including the individualization of instruction. Emphasis will be placed on grouping, teacher-student relationships, establishing the classroom environment and coping with class conflict.	
EDUC— 604	The Nature and Development of the Middle Grades Learner	5 hrs	EDUC— 641	Educational Media	5 hrs
	This course focuses on the nature and diversity of the middle grade learner. Emphasis is placed on the physical, emotional, social, and intellectual development of children from the end of early elementary into the early high school years.			The psychological principles underlying the use of audiovisual equipment and materials will be discussed. Extensive laboratory work will be included.	
EDUC— 605	Problems in Educational Psychology	2 hrs	EDUC— 646	Effective Teaching Strategies	5 hrs
EDUC— 607	Introduction to Word Processing for Teachers	3 hrs		A course designed to instruct students in methods of enhancing the public school curriculum. Students will study the forces at work in the community and learn how to use the community to benefit the school curriculum in such diverse areas as language arts, social studies, and the arts and sciences.	
	This course is designed to enable teacher education majors at all levels to become proficient in the use of word processing as a tool for professional work and classroom applications. Emphasis will be placed on writing activities for students in public school classrooms. Emphasis will also be placed on software evaluation by teachers.		EDUC— 660	Science for Elementary School Teachers	5 hrs
EDUC— 614	Communication Arts in Early Childhood	5 hrs		This course is for teachers of grades K-8. It deals with the every day aspects of physics, chemistry, and astronomy as they might need to be explained by the elementary teacher. The work will include demonstrations and suitable experiments that can be performed with materials available in the average elementary and home situation.	
	This course will examine the nature of language development, foundations for language growth, children's literature, as well as methods and materials in the skill areas of listening, speaking, writing, and reading.		EDUC— 661	Teaching of Modern Science Curricula—(K-8)	5 hrs
				Five hours of "hands on" class activity per week designed to familiarize the student with modern Elementary Science Programs and how to teach them.	

EDUC— 662	Teaching of Modern Science Curricula (7-12) Five hours of "hands on" class activity per week designed to familiarize the student with modern Junior High and Secondary Science Programs and how to teach them.	5 hrs	704	Teaching Supervision Prerequisites: Hold Professional Certificate. The first course of the two course sequence designed to provide teachers with an intro- duction to the theory, knowledge and practices utilized in effective supervision of student teaching and other field experiences. The course focuses upon specific supervising teacher competencies and the relationship of these competencies to effective supervision.	
EDUC— 667	Career Education This course provides the student with an ori- entation toward specialized skills and ap- proaches in implementing world of work concepts through numerous classroom and field based activities. The student will exam- ine existing materials for the purpose of ad- aptation to this classroom setting.	5 hrs	EDUC— 705	Internship in Student Teaching Supervision Prerequisites: EDUC 704 and serving as stu- dent teaching supervisor. Purpose of the in- ternship is to assist in the development and utilization of the supervisor of a student teacher. This field-oriented course is designed to meet specific individual needs of the supervisor. Direct assistance is provided through on site observations and feedback in addition to group seminars.	5 hrs
EDUC— 675	Outdoor Education for Teachers A course designed to enrich the school cur- riculum through experiences in the outdoors. Particular emphasis will be given to school camping and to the conservation of soil, water, forests and wildlife. The course requires ex- tensive work in the field.	5 hrs	EDUC— 707	Humanistic Psychology Humanistic psychology includes the study of self-theory, being-psychology, and wholistic approaches to human behavior.	5 hrs
EDUC— 700	Foundations of Education The sociological, historical, and philosophical foundations for education in America.	5 hrs	EDUC— 708	Interpersonal Relationships A course intended to train teachers in basic, effective, teacher-student communication skills. Interpersonal skills are taught and demonstrated by the instructor. Students practice the skills in role playing situations. Skills included are: attending, responding, personalizing and initiating, problem solving, encouragement, and consequences.	5 hrs
GEOG— 700	Concepts and Materials in Geography for Teachers This course considers the evolution of the discipline, its current conceptional core, area "element-complexes," systematic vs. regional analytical procedures. Considers standard bibliographic statistical and cartographic sources.	5 hrs	EDUC— 709	Research Problems— Thesis	5-15 hrs
EDUC— 701	Educational Research Research procedures, experimental designs and the application of findings, and a research project conducted by the students.	5 hrs	EDUC— 711	Curriculum Planning A study of curricula in the public school. Areas of concentrated study will be determined jointly by the school districts involved and the college.	5 hrs
EDUC— 702	Psychology of Classroom Learning Analytical study of learning activities in the classroom, with reference to the learning of school subjects. The focus is on the learning process. Theories and principles of learning are related to classroom situations.	5 hrs	EDUC— 712	Language and the Young Child Language and its acquisition, studied in rela- tion to mental development and school achievement.	5 hrs
EDUC— 703	Statistics for Teachers A basic introduction to probability and statis- tics for classroom teachers. Emphasis is placed on the normal distribution, sampling, and measures of central tendency.	5 hrs	EDUC— 713	Early Childhood Curriculum Principles and practices for planning learning activities for preschool and primary grades. Directed observation in selected schools is required.	5 hrs
EDUC—	Fundamentals of Student	5 hrs			

EDUC— 714	Administration and Supervision of Early Childhood Programs 5 hrs A study of administrative and supervisory procedures, organization, policies, standards, funding, staffing, housing, and educational program planning for various kinds of programs for young children. Parent involvement and education will be given special attention.	EDUC— 731	Practicum in Early Childhood 5 hrs Field work based upon the background and individual needs of each student. Prerequisite: Permission of the instructor.
EDUC— 715	Practical and Creative Activities for the Young Child 5 hrs A course designed to give students experiences in selecting and presenting art activities, stories, finger plays, music, rhythms, woodwork, science and nature experiments.	EDUC— 734	Middle School Curriculum 5 hrs In this course students will analyze and evaluate current curriculum trends and practices. Theories and philosophies of curriculum for the middle grades learner will be used as the basis for analysis and evaluation. Development of appropriate learning experiences will provide practical application of the theories and philosophies of curriculum.
EDUC— 716	Educational Measurements and Evaluation 5 hrs Theory of and practice in construction, administration, and interpretation of teacher-made and standardized test. Introductory statistical concepts of measurement.	EDUC— 735	Diagnostic Teaching 5 hrs Deals with the learner's needs. This course is designed to help the practitioner learn to diagnose learning problems and learning needs. Students will develop diagnostic models to be implemented in the classroom.
EDUC— 717	Introduction to School Administration and Supervision 5 hrs This course is an introduction to the study of school administration and supervision, and its contribution to the total school program. Emphasis will be placed on the underlying theories and significant studies which form the basis for the operation of today's schools. Students will study the various roles and responsibilities of the school leader, including personal management and staff development. In addition, students will be introduced to basic legal principles applicable to public education.	EDUC— 742	Math for Teachers (K-8) 5 hrs
		EDUC— 743	Problems in School Organization and Curriculum 5 hrs
		EDUC— 744	Art for Teachers 5 hrs
		EDUC— 745	Music for Teachers 5 hrs Advanced techniques and materials involved in the effective guidance of learners in kindergarten through high school are studied. Field experience and observation are required.
EDUC— 726	The Young Child in the Home and Community 5 hrs A study of the role of the home, community, and state in the education of young children in order to get maximum home reinforcement of the knowledge and skills taught by schools.	EDUC— 747	Motivation and the Learning Environment 5 hrs The purpose of this course is to train teachers in skills for motivating the learner. Topics included are: one to one and group communication skills, behavior modification, encouragement, consequences and problem solving. Understanding and application of skills will be stressed via feedback and discussion of demonstrations in class and on-the-job.
EDUC— 727	Trends in Early Childhood 5 hrs An overview of the history of early childhood education. Current trends and issues with emphasis placed on various approaches to Early Childhood Education.	EDUC— 748	Guidance in the Elementary School 5 hrs Studies the nature and development of guidance services in the elementary school. Emphasis is given the particular characteristics of the elementary school as a unique climate for learning.
EDUC— 730	Practicum in the Middle Grades 5 hrs Prerequisites: ED 604, ED 734. A supervised practicum for teachers working with 9-13 year olds.		

EDUC— 751	School Law A course designed to introduce the practicing educator to basic concepts, laws, and significant court decisions related to schooling in America. Laws based upon the United States Constitution will be addressed in addition to important laws and policies of the state of Georgia. Topics include teacher employment rights, student rights, special education law, religion and the public school, and teacher liability.	5 hrs
EDUC— 773	Secondary School Curriculum Deals with theories and philosophies of curriculum and the development of learning ex-	5 hrs

EDUC— 779	Problems in Teaching This course can serve as an elective for graduate students in all majors. The content will vary according to the needs of students, availability of qualified personnel and the relevancy of the topic.	5 hrs
EDUC— 780	Independent Study	5 hrs

LANGUAGE ARTS

LART— 608	Children's Literature The reading and evaluation of books for children. Discussed in the course are sources of information about children's books, children's interests in reading, the work of important authors and illustrators, and problems in the guidance of reading.	5 hrs
LART— 609	Language Arts for Elementary Grades This course provides for individual diagnosis and correction of problems in the student's handwriting, spelling, oral and written expression. Consideration is given to the study of appropriate techniques and materials of the teaching of reading, handwriting, spelling, and oral and written expression in the elementary school.	5 hrs
LART— 620	The Teaching of Reading An intensive study of reading skills. The role of readiness, vocabulary development, phonics, and word recognition as each is related to comprehension will be studied. Students will be required to participate in the teaching of reading in the public school.	5 hrs
LART— 630	Teaching Reading in the Content Areas Study of objectives and methods for teaching comprehension, vocabulary, study skills, and critical reading in the content areas. Attention to remedial and enrichment techniques for secondary students.	5 hrs

LART— 633	Juvenile Literature Reading and study of the various types of literature for young people, as well as a study of the appropriate reading programs for junior high school pupils, are included in this course.	5 hrs
LART— 634	Methods in Teaching Composition A study of the objectives and methods for teaching oral and written composition in grades K-8. Instructional methods as they relate to the processes of developing prewriting skills, utilizing varying modes of discourse, revising and editing compositions, and writing across the curriculum will be emphasized. This course also includes a microcomputer component in which the skills needed to integrate word processing within the composition curriculum will be taught.	5 hrs
LART— 720	Trends and Practices in Reading Education Survey and critical study of the recent research, changes, and innovative approaches in the field of reading. Current methods and practices in the teaching of reading will be examined, with emphasis on classroom organization or developmental reading.	5 hrs
LART— 721	Diagnosis of Reading Disabilities Prerequisites: LART 620. This is an advanced course dealing with the causes of reading disability and methods for diagnosis both in the classroom and in the special reading program. Emphasis will be placed on preparing the classroom teacher for a role of a "diagnostician" of students with reading disabilities.	5 hrs

LART— 722	Remediation of Reading Disabilities 5 hrs Prerequisites: LART 620, 621. This is an advanced course dealing with the correction and remediation of reading disabilities. Emphasis will be placed on the study of a variety of remedial strategies, materials needed for a program of remediation and management of the remedial program. Field experiences will be required.	LART— 737	Organization and Supervision of the Reading Program 5 hrs Study of methods of organizing the reading program as part of the total curriculum. Role and responsibilities of the reading specialist. Steps to follow in coordinating a school-wide reading program.
LART— 732	Practicum in Developmental and Remedial Reading 5 hrs Supervised practice of diagnosis and remediation of disabled readers within public school setting. Regular classroom teaching of reading using a variety of approaches. Experience in working with a reading specialist under faculty supervision.	LART— 738	Materials and Reading 5 hrs Examination of leading basal readers with manuals and skill texts. Phonics materials, audio visuals, games, and various commercial materials will be studied as to effectiveness and adaptability. Laboratory time for teacher-made materials.
LART— 736	Teaching Reading in Elementary and Middle Schools 5 hrs In-depth analysis of current methods and practices in the teaching of reading. Examination and evaluation of various commercial materials will be studied as to effectiveness and adaptability. Laboratory time for teacher-made materials.	LART— 739	Psychology of Reading 5 hrs Study of neurological and psychomotor development, the processing of information, learning principles, motivation, the effects of culture and the use of operant conditioning as related to reading.
		LART— 742	The Teaching of Composition 5 hrs A study of current approaches to the teaching of composition with the specific emphasis on sequential curriculum development K-12, motivational strategies, techniques of student evaluation, processes of revision, and program evaluation.

SPECIAL EDUCATION

Mental Handicaps, Learning Disabilities, Behaviorally Disordered, Interrelated, and Gifted Education Endorsement.

SPED— 650	Assessment of Exceptional Children 5 hrs Prerequisites: SPED 660. A course offering tests unique to assessing the developmental levels and potential achievement of exceptional children. Emphasis is on the use of the tests in planning and selecting curricular programs and activities for various cultural differences.	handicapped, blind, partially sighted, deaf, hard of hearing, specific learning disabled, culturally disadvantaged and behaviorally disordered are reviewed.	
SPED— 658	Behavior Management 5 hrs A course emphasizing clinical management of life events; permitting, tolerating, interfering, environmental manipulation, life-space interviewing. Focuses on classroom management.	SPED— 664	Working with Parents of Exceptional Children 5 hrs A course designed to teach the techniques which an educator uses in communicating with parents of exceptional children from various cultures. The means of interpreting handicapping conditions and school programs to parents in order to get maximum home reinforcement of the attitudes, skills and knowledge taught in school are covered.
SPED— 660	Introduction to Exceptional Children 5 hrs A study of physical, social, intellectual and emotional differences in children. The characteristics, both physical and behavioral, as well as methods of diagnosis and remediation for the academically talented, the mentally	SPED— 670	Introduction to Mental Handicaps 5 hrs A course designed to review the historical treatment, etiology and characteristics of the mentally handicapped. Methods of diagnosing, placing and working with the mentally handicapped are covered.

SPED— 671	Curricula for Mentally Handicapped Curricular skills that will enable the special educator to match the individual mentally handicapped student with the educational curriculum that best meets the student's developmental level and needs.	5 hrs		major instruments used for identifying gifted and talented will be studied.
SPED— 672	Speech and Language Development of Exceptional Children This course covers the current understandings of speech and language development of exceptional children, including non-English speaking and diverse cultural and racial groups.	5 hrs	SPED— 686	Program Development and Curriculum Planning for the Gifted Prerequisites: SPED 685. Methods and materials as they relate to fostering creativity, developing interests, and channeling abilities of the gifted and talented students from pre-school through high school. The course will explore ways of organizing and promoting programs within the public school setting.
SPED— 673	Vocational Training and Career Education for the Exceptional Child A course emphasizing the educator's role in career development and vocational experiences in the school and community. Job counseling, working with other disciplines and agencies in the community, supervision in job training situations, and community based instruction are covered.	5 hrs	SPED— 690	Introduction to Learning Disabilities A course giving an overview of the field of learning disabilities as concerned with etiology, referral, diagnosis, management and educational practices.
SPED— 674	Methods and Materials for Teaching the Mentally Handicapped Prerequisites: SPED 650 and 670. Methods and materials as they relate to the development of desirable attitudes, abilities and skills of the mentally handicapped.	5 hrs	SPED— 746A- 747A	Practicum in Learning Disabilities I & II Prerequisites: Approval of Advisor. Supervised practicum in programs for children with learning disabilities.
SPED— 675	Methods and Materials for Teaching Severely/Profoundly Mentally Handicapped Prerequisites: SPED 650 and 670. A course covering diagnostic criteria and the development of teaching materials and relationships with community organizations and other disciplines.	5 hrs	SPED— 746B- 747B	Practicum for Teachers of the Interrelated Area I & II Prerequisites: Approval of adviser. Supervised practica in programs for children with mild learning and/or adjustment problems.
SPED— 680	Introduction to Behavioral/Emotional Disorders A course designed to discuss behavioral characteristics of children with emotional and/or behavioral problems. Factors of etiology, identification and therapy are covered.	5 hrs	SPED— 770	Advanced Theory in Curriculum Development and Methods for Teaching the Exceptional Child Prerequisites: SPED 670 or 690, and 674 or 676, and 650. Advanced techniques in class organization, curricular adjustment, and methods and techniques of teaching children with mental handicaps, behavior problems, or learning disabilities.
SPED— 685	Characteristics of the Gifted A course covering the identification and characteristics of gifted and talented students from pre-school through high school. Consideration is given to the exploration of alternatives for recognizing gifted and talented children who are culturally different and/or under-achieving. Alternative services models and the	5 hrs	SPED— 771-772- 773	Practicum in Mental Handicaps I, II, & III Prerequisites: Permission of advisor. Supervised practicum in programs for the mentally handicapped.
			SPED— 776	Methods and Materials For Teaching Children with Learning Disabilities Prerequisites: SPED 690 and 650. A review of theory and research in identifying effective methods of prescriptive teaching and task analysis. Appropriate materials are identified for use in teaching children with specific learning disabilities.

SPED— 781	Methods and Materials for Teaching Children with Behavioral/ Emotional Disorders Prerequisites: SPED 650 and 680. A review of major approaches in the education of behav- iorally and emotionally disordered children. Adaptations in the educational programs for disturbed children is stressed.	5 hrs	SPED— 788	Practicum in Special Education Prerequisites: Completion of SPED 782 and 783, or SPED 746A and 747A. Practicum area is based on student's need.	5 hrs
SPED— 782 783	Practicum in Behaviorally Emotionally Disordered I & II Prerequisites: Advisor Approval. Supervised practicum in programs for behaviorally disor- dered and/or emotionally disturbed.	10 hrs	SPED— 790	Problems of Teaching Special Education Prerequisite: Permission of instructor. A di- rected study providing the opportunity of examining problems and issues which teachers have in teaching handicapped and gifted chil- dren. The seminar is taught in relation to individual experiences and needs of teachers.	5 hrs

FINE ARTS

Candidates for the M.Ed. degree in Art Education should have an undergraduate major in Art Education or be qualified for an NT-4 Georgia teaching certificate in Art Education as well as meet the graduate admission requirements as outlined in this catalog.

Graduate studies courses require comparable undergraduate courses as prerequi- sites. Candidates must demonstrate art and design skills suitable to perform on a graduate level as determined by a graduate faculty review of the candidate's portfolio.

ART— 610 611 612 613 614	Drawing A sequence of directed studies in drawing.	5 hrs 5 hrs 5 hrs 5 hrs 5 hrs	ART— 632	Secondary School Art Art teaching concepts directed toward the adolescent and adult age levels. Studio activities will involve experimentation with art materi- als, teaching techniques, and art education philosophy that can be applied to secondary school and/or adult art program.	5 hrs
ART— 615 616 617 618 619	Painting A sequence of directed studies in painting.	5 hrs 5 hrs 5 hrs 5 hrs 5 hrs	ART— 633	Teaching Crafts Experiences in a variety of craft activities to encourage design and cultural awareness. Skills of children at various levels will be considered as Craft Units are planned and adapted to classroom use.	5 hrs
ART— 620 621 622 623 624	Sculpture A sequence of directed studies in advanced techniques in sculpture in various media such as plaster, clay, metal, stone and fiber.	5 hrs	ART— 640 641 642 643 644	Graphics A sequence of directed studies in printmaking.	5 hrs 5 hrs 5 hrs 5 hrs 5 hrs
ART— 631	Elementary School Art Through lecture, slides, films, and filmstrips the developmental stages of Children's Art, media and techniques appropriate for pre- school and elementary grade levels, and plan- ning for art lessons are introduced. Studio activities involve the student in experimenta- tion with art materials, design concepts, and projects for art teaching at the elementary level.	5 hrs	ART— 650 651 652	Contemporary Art History Contemporary art and its development. American Art History The development of painting, sculpture, ar- chitecture, and crafts in the United States. Renaissance Art History An analysis of art monuments of the Renais- sance.	5 hrs 5 hrs 5 hrs

ART—Textile Design			ART—Thesis I and II	10 hrs
660	A series of directed studies in	5 hrs	719	Preparation and execution of an applied project in Art Education.
661	surface design on fabrics.	5 hrs		
662		5 hrs		
663		5 hrs	ART—Classroom Art Curriculum	5 hrs
664		5 hrs	733	In-depth researching into problems of teaching art in the classroom. Curriculum planning and involvement in art materials and classroom teaching techniques will be observed.
ART—Weaving				
665	A series of directed	5 hrs		
666	intermediate and advanced	5 hrs		
667	studies in weaving, theory,	5 hrs	ART—Techniques of Teaching Art	5 hrs
668	spinning, and dyeing.	5 hrs	734	In-depth techniques involved in effective methods of guiding and supervision sequential art learning for early childhood to adolescence.
669				
ART—Pottery				
670	A sequence of directed	5 hrs		
671	studies of advanced ceramic	5 hrs	ART—Analysis of Art for Teachers	5 hrs
672	techniques will be studied	5 hrs	735	A non-studio course designed to assist the teacher in "art appreciation" activities. Historical and contemporary art movements will be compared and analyzed.
673	which will include the following:	5 hrs		
674	Production techniques as well as forms of individual expression, clay and glaze formulating various methods of kiln firing and kiln construction.		ART—Independent Study	1-5 hrs
			780	in Art
ART—An open studio		5 hrs		
692				

LANGUAGE, LITERATURE,
SPEECH and DRAMA

Candidates for the M.Ed. degree in English Education should have an undergraduate equivalent to a major in English-Secondary Education. Those who do not may be asked to take background courses before beginning the Master's program of study. See Modern Languages section for courses in modern language.

ENGL—History of	5 hrs	ENGL—Shakespeare I	5 hrs
601	English Language	605	A study of the tragedies and romances with attention given to their historical contexts and to the major interpretive approaches.
	A study of the background, origins, and development of the English language, with emphasis on phonological and morphological aspects.		
ENGL—American Romanticism	5 hrs	ENGL—Shakespeare II	5 hrs
602	American prose and poetry between 1820 and 1860 with emphasis on Emerson, Hawthorne, Thoreau, Melville, and Whitman.	606	A study of the histories and comedies with a focus on their background and on the major interpretive approaches.
ENGL—American Realism/Naturalism	5 hrs	ENGL—Advanced English Grammar	5 hrs
603	A study of major works of American literary realism and naturalism.	607	A study of the structure of English with an introduction to the theories of traditional grammar, structural linguistics, and transformational-generative grammar.
ENGL—Southern Literature	5 hrs	ENGL—Twentieth Century American Literature	5 hrs
604	The literature of the South, including a brief background study of the literary trends from the Civil War to the Southern Renaissance and concentrating on writers of the twentieth century.	608	A study of Twentieth Century American prose, poetry, and drama.

ENGL— 616	World Drama A comprehensive study of the theatrical literature of the world, both ancient and modern.	5 hrs	ENGL— 715-716	Seminar in Nineteenth Century American Literature Content will vary according to writers and movements studied.	5 hrs
ENGL— 620	Selected Studies Prerequisites: Permission of the Department. Reading, investigation, and writing, in the classroom or under informal direction of the faculty, on selected topics or areas not covered in other catalog listings. This course may be repeated for credit.	5 hrs	ENGL— 720-721	Seminar in Twentieth Century American Literature Content will vary according to genres, authors, movements studied.	5 hrs
ENGL— 640	Chaucer Emphasis on the Canterbury Tales.	5 hrs	ENGL— 740	Shakespeare's Tragedies An intensive study of Shakespeare's major tragedies.	5 hrs
ENGL— 660	English Renaissance A survey of non-dramatic English literature from 1500 to the Restoration.	5 hrs	ENGL— 741	Shakespeare's Comedies An intensive study of Shakespeare's major comedies.	5 hrs
ENGL— 680	English Literature of the Eighteenth Century A Study of the major British writers of the neo-classical and pre-Romantic periods.	5 hrs	ENGL— 750	Composition Studies for Teachers Study and practice of composition theory and teaching techniques.	5 hrs
ENGL— 690	English Literature of 19th Century Romanticism A study of Romanticism with emphasis on the major poets.	5 hrs	ENGL— 780	Independent Study in English	1-5 hrs
ENGL— 695	English Literature of the Victorian Era A study of the major writers of the period in both prose and poetry with the background of social conditions in England from 1832 to 1900.	5 hrs	ENGL— 790-791	Studies in Nineteenth Century British Romanticism An intensive study of Wordsworth-Coleridge or Byron-Shelley-Keats.	5 hrs

MATHEMATICS

In addition to the basic requirements of North Georgia College for admission to the graduate program, a candidate in the area of Mathematics Education must exhibit training in Mathematics and Mathematics Education which qualifies the candidate for the T-4 teaching certification in Mathematics. Until such requirements are met as approved by the Director of Certification of the State Department of Education, the student will not be allowed to file a program of study toward the degree.

All study programs must include Mathematics 701 and/or Mathematics 702.

MATH— 600	Differential Equations Prerequisite: Grade of C or above in MATH 246. An introductory course in ordinary differential equations of the first and second order.	5 hrs		equations. Topics will include the method of Frobenius and systems of linear differential equations.	
MATH— 601	Differential Equations II Prerequisite: C or above in MATH 300 or approval of instructor. A second course in ordinary differential equations, with emphasis on series solutions of second order differential	5 hrs	MATH— 610	Number Systems for Teachers This course develops the concepts, structure, and style of mathematics studied and taught in the elementary school with emphasis on the arithmetic strands. An introduction to informal geometry is included.	5 hrs

MATH— 611	Informal Geometry for Teachers This course develops the concepts, structure, and style of mathematics studied and taught in the elementary school with emphasis on the geometric strands.	5 hrs	relations, graphs and networks, directed graphs, and Boolean algebras.
MATH— 612	Geometry for Secondary Teachers Prerequisite: MATH 246 or permission of the Department Head. Designed to prepare the student to teach modern secondary school geometry, Euclidean and non-Euclidean.	5 hrs	MATH— 652 Computer Applications in Operations Research Prerequisite: Grade of C or above in MATH 240, MATH 340, or BADM 353. A study of various problems and models in the field of operations research. Topics will include linear programming, the transportation problem, the assignment problem, project scheduling, network models, and queueing theory. Computer software will be available to assist students in the computational aspects of their solutions.
MATH— 615	Elementary Vector Analysis Prerequisites: Grade of C or above in MATH 247 or approval of the Department Head. The elements of vector algebra and vector calculus with some space generalizations.	5 hrs	MATH— 655 Numerical Analysis Prerequisite: MATH 246. Numerical solutions to problems in mathematics; roots of non-linear equations, zeros of polynomials interpolation, systems of linear algebraic equations, quadrature ordinary differential equations methods on computer.
MATH— 616	Orthogonal Functions and Boundary Value Problems Prerequisites: Grade of C or above in MATH 247 and MATH 300; or approval of Department Head. A study of fourier series and integrals, Sturm-Liouville systems, applications to solution of partial differential equations with boundary conditions.	5 hrs	MATH— 659 Mathematical Models Prerequisites: MATH 240 or 340 plus MATH 246 or approval of Department Head. A study of various mathematical models, with emphasis on problems from the managerial, social, biological and physical sciences. Topics will be selected from the following: Graph Theory, Matrix Algebra, Probability, Combinatorial Theory, Mathematical Programming, Calculus-based Models.
MATH— 620	Mathematical Analysis I Prerequisite: MATH 246 or consent of the Department Head. An introduction to the real number system, the basic notions of set theory, limit concepts and continuity, and the foundations of the differential and integral calculus of one variable.	5 hrs	MATH— 660 Abstract Algebra Prerequisite: MATH 246 or approval of Department Head. A formal introduction to the algebra of groups, rings, and fields.
MATH— 631	Theory of Numbers Prerequisite: MATH 246. A study of elementary problems in number theory with topics from divisibility congruences, residues, special functions, Diophantine equations, continued fractions.	5 hrs	MATH— 665 An Introduction to Linear Algebra Prerequisite: MATH 246 or consent of Department Head. An introduction to the basic concepts of linear algebra. Topics include finite-dimensional vector spaces, bases, linear transformations, and matrices.
MATH— 639	Probability and Statistics Prerequisite: MATH 246. A calculus-based introduction to probability distributions and classical statistical inference. Topics include discrete and continuous probability models, expectation, hypothesis testing, and estimation.	5 hrs	MATH— 670 History of Mathematics Prerequisite: MATH 246 or approval of Department Head. A survey of the historical development of mathematics with emphasis on topics for secondary teachers.
MATH— 650	Introduction to Discrete Mathematics Prerequisite: MATH 245 or approval of department head. An introductory course in discrete mathematics emphasizing the formulation and solution of problems which are discrete in nature. Topics include logic, sets, relations, combinatorial methods, recurrence	5 hrs	MATH— 701-702 Seminar in Applications of Mathematics Topics will vary among social, business, and scientific applications of mathematics, statistics, operations research and the computer.

MATH— 712	Foundations of Geometry A study of Euclidean and Non-Euclidean topics.	5 hrs	MATH— 727	Topics in Computer Science for Teachers	1-5 hrs
MATH— 721	Topics in Modern Algebra for Teachers	1-5 hrs	MATH— 728	Topics in Discrete Mathematics for Teachers	1-5 hrs
MATH— 722	Topics in Matrix Algebra for Teachers	1-5 hrs	MATH— 738	Computers in Mathematics Education Description: A study of curriculum issues involving computers and mathematics, the use of the computer as a teaching aid, mathematical applications of BASIC and LOGO, and strategies of implementing and teaching a computer based curriculum.	5 hrs
MATH— 723	Topics in Calculus for Teachers	1-5 hrs	MATH— 740	Probability and Statistics A study of various distributions and hypothesis testing.	5 hrs
MATH— 724	Topics in Geometry for Teachers	1-5 hrs	MATH— 780	Independent Study in Math	5 hrs
MATH— 725	Topics in Graph Theory for Teachers	1-5 hrs			
MATH— 726	Topics in Combinatorial Mathematics for Teachers	1-5 hrs			

MODERN LANGUAGES

Candidates for the M.Ed. degree in Modern Languages should have an undergraduate equivalent to a major in a foreign language education area. Those who do not will need to take background courses before beginning the Master's program of study.

MLAN— 615	Advanced French Composition and Syntax	5 hrs	MLAN— 703	Advanced Spanish Grammar	5 hrs
MLAN— 617	French Literature of the Seventeenth Century	5 hrs	MLAN— 706	Romance Philology For French and Spanish	5 hrs
MLAN— 618	French Literature of the Nineteenth Century	5 hrs	MLAN— 707	Old French An introduction to the morphology and syntax of early French.	5 hrs
MLAN— 619	Contemporary French Literature	5 hrs	MLAN— 721	French Literature of the Renaissance	5 hrs
MLAN— 620	Guided Study in Foreign Languages	5 hrs	MLAN— 722	French Literature of the Eighteenth Century	5 hrs
MLAN— 650	French Phonetics An intensive study of pronunciation building fluent expression.	5 hrs	MLAN— 731	German Literature Since 1945	5 hrs
MLAN— 695-696	"Study Abroad Program"	5 hrs/5hrs	MLAN— 780	Independent Study in Foreign Languages	5 hrs
MLAN— 701	Advanced French Grammar	5 hrs	MLAN— 795-796- 797	"Studies Abroad"	5, 5, 5, hrs
MLAN— 702	Advanced German Grammar	5 hrs			

PHYSICAL EDUCATION

The Department of Health, Physical Education and Recreation offers a 30 to 35 hour (advisor discretion) multi-disciplinary program leading to a Masters of Education in Physical Education. In addition to the Admission Requirements of the North Georgia College Graduate Program, a candidate seeking T-5 certification must have an undergraduate background in Physical Education. A specific requirement is that 10 of the 30 to 35 hours in the core area of physical education be 700 level courses.

PHED— 600	Sex Education A study of the attitudes and standards of the physical, emotional and behavioral aspect of sex. This is a teacher education course in which the learner becomes familiar with the how, when, where, and why of presenting sex and AIDS education to varying age groups.	5 hrs	responsibility, nutritional awareness, environmental sensitivity, stress management, and personal fitness.
PHED— 605	Materials and Methods in Physical Education A study of the administrative processes and methodology needed to develop a thorough understanding of desirable standards and program implementation in physical education.	5 hrs	PHED— 700 Curriculum Planning in Physical Education Deals with the administration, planning, construction, and content of curriculum in modern day physical education programs.
PHED— 620	Elementary and Secondary School Physical Education A study and practicum in the objectives, needs, methods, and materials of elementary and secondary school children involved in a modern day physical education program.	5 hrs	PHED— 704 Scientific Aspects of Exercise A consideration of the effect of exercise on the functions of the organic systems of the body with particular emphasis on the physiological changes occurring from sports and physical activities.
PHED— 650	Exercise Physiology A combined study of the structure and function of the human body. Lecture and laboratory experience includes the study of the minute and gross anatomical and physiological structures of man as it relates to man living in the physical world of muscular activity.	5 hrs	PHED— 705 Prevention and Treatment of Athletic Injuries This course deals specifically with the immediate care and long term prevention, treatment and rehabilitation of injuries occurring from sports and physical activities.
PHED— 660	Kinesiology and Therapeutics A study of the movements of the human body and their working relationship in normal and atypical individuals.	5 hrs	PHED— 706 Analysis of Motor Skills Analysis of motor skills based on laws and principles of mechanics.
PHED— 690	Health Education A study of the physical and mental health problems of society as they relate to man and his confrontations with mental health, alcohol, disease, drugs, marriage, nutrition, physical fitness and sex.	5 hrs	PHED— 713 Administration of Physical Education in the School Program Program planning; budgeting, selection, care and maintenance of equipment and facilities; personnel; and other administrative problems; evaluation of physical education in the school programs.
PHED— 695	Wellness This is a lifestyle course covering the many facets of wellness and its relationship to improving both the quantity and quality of life. Topics include, but are not limited to self	5 hrs	PHED— 714 Current Problems in Health, Physical Education and Recreation Problems met in a comprehensive program of health, physical education or in recreation in the school and community. Special emphasis given to problems in areas of students' interests.
			PHED— 715 History of Physical Education Greek and Roman concepts of physical educa-

tion, education and physical education in the Renaissance and Reformation, historic events, and principles of European and American physical education. Special reference given to the value of physical education in the current economic and social life of the nation.

PHED— 717 Case Studies in Physical Education and Athletics 5 hrs

Problems dealing with the administration and teaching of physical education and athletics are studied by using the case study method.

PHED— 720 Movement Education 5 hrs

Movement education, which emphasizes exploration and discovery of sound natural movement, will be studied to provide a basic understanding of the evolution, nature, purpose, methods, and various techniques used in this modern approach to physical education.

PHED— 722 Aspects of Sports in American Culture 5 hrs

An analysis of the place of sport in American culture. A study of the historical influences of sport on economics, politics, nationalism, curriculum and methods of instruction, professional preparation, dance, leisure, and amateur and professional status.

PHED— 723 Theories of Coaching 5 hrs

A focus on why athletics and spectators behave the way they do in various athletic and physical activity settings and how said scope encompasses the major psychological dimensions underlying such behavior.

PHED— 780 Independent Study in Physical Education 5 hrs

The study of a topic or problems in Physical Education significantly related to the student's interest. (By approval of student's advisor.)

PHYSICS

PHYS— 601 Mechanics for Teachers 5 hrs

Four lectures and discussions and one two-hour laboratory period per week. Prerequisite: MATH 245. The course is designed to aid the elementary physics teacher in dealing with problems in mechanics which may arise in his teaching. The effective presentation of physics concepts in this area will be emphasized.

PHYS— 602 Waves, Electricity, and Magnetism 5 hrs

Prerequisite: Physics 605. This course is designed to aid the elementary physics teacher in dealing with problems in waves, electricity, and magnetism which may arise in his teaching. The effective presentation of physical concepts in this area will be emphasized. Four lectures and discussions and one two-hour laboratory period per week.

PHYS— 603 Modern Physics 5 hrs

Prerequisites: Physics 605. This course is designed to aid the elementary physics teacher in dealing with problems in modern physics which may arise in his teaching. The effective presentation of physical concepts in this area will be emphasized. Four lectures and discussions and one two-hour laboratory period per week.

PHYS— 625 Mechanics—Analytical 3 hrs

Prerequisite: Physics 230/605. May be taken concurrently with MATH 300. Kinematics, using vector analysis, dynamics of particles,

rotation and planetary motion, the linear harmonic oscillator, studies of energy, momentum and impact, introduction to the most general methods of solving dynamical problems.

PHYS— 636 Computer and Digital Design 3 hrs

An introduction to the fundamental concepts of digital systems, including digital computers. Emphasis is placed on the structure of digital systems and the basic organization of digital computers.

PHYS— 650 Computer Interfacing 5 hrs

Prerequisite: PHYS 224, PHYS 376L. This course will demonstrate some of the possible applications of micro computing to scientific data acquisition, display and processing, in BASIC or machine language or a hybrid combination of the two. The students will be provided with hands-on experience with the different types of hardware and interfaces usually found in microcomputer systems.

PHYS— 660 Science for Elementary School Teachers 5 hrs

This course is for teachers of grades K-8. It deals with the everyday aspects of physics, chemistry, and astronomy as they might need to be explained by the elementary teacher. The work will include demonstrations and suitable experiments that can be performed with materials available in the average elementary and home situation.

PHYS— Teaching of Modern Science 5 hrs
661 Curricula—(K-8)
 Five hours of "hands-on" class activity per week designed to familiarize the student with modern Elementary Science Programs and how to teach them.

PHYS— Teaching of Modern Science 5 hrs
662 Curricula—(7-12)
 Five hours of "hands-on" class activity per week designed to familiarize the student with modern Junior High and Secondary Physical Science Programs and how to teach them.

PHYS— Physics Laboratory I 1, 1, 1 hrs
675A, Selected experiments from the various branches
676A, of physics, clarifying and expanding the work
677A of the classroom, and developing good laboratory techniques. The evaluation and the interpretation of experimental data.

PHYS— Thermodynamics 5 hrs
700 Prerequisites: Physics 225 and MATH 300. A study of the temperature and its measurement, calorimetry, and some topics from thermodynamics. Five lecture-reactions per week.

PHYS— Curriculum Study Physics, 5, 5 hrs
701-702 Physical Science or Astronomy
 for Secondary Teachers
 These courses are designed to acquaint the student with some of the problems encountered in teaching these subjects at the secondary level. A variety of instructional techniques will be used to introduce students to current curriculums in Physics, Physical Science and Astronomy. Both need not be taken to receive credit.

PHYS— Electricity and 5 hrs
710 Magnetism I
 Prerequisite: Physics 240 or 610. With consent of instructor, may be taken concurrently with MATH 300. A course considering in somewhat more advanced manner the topics

of electrostatics, magnetostatics, electrolysis, basic circuit theory, and related topics.

PHYS— Electricity and 5 hrs
720 Magnetism II
 Prerequisite: Physics 410 or 710. This course is a continuation of Physics 410 with emphasis on electrodynamics, alternating current theory, transmission line, filters, electromagnetic wave theory and related topics.

PHYS— Nuclear Physics 5 hrs
740 Prerequisite: Physics 320 or 250. A study of natural radioactivity, interaction of radiation with matter, radiation measuring instruments and the detection of nuclear particles plus a survey of the current state of experimental and theoretical nuclear physics.

PHYS— Quantum Mechanics 5 hrs
750 Prerequisites: Physics 250 or 320, MATH 300. Introduction to the quantum mechanics of one-dimensional systems. An introduction to Schroedinger's equation with emphasis being placed on solutions for one-electron atoms.

PHYS— Physics Laboratory II 1, 1, 1 hrs
775, 776, A continuation of Physics Laboratory I.
777

PHYS— Independent Study
780

PHYS— Introduction to Research 1-5 hrs
790A-E Methods
 This course consists of two or three lectures and demonstrations per week with laboratory work. The lectures will include the various research techniques, theory of errors, analysis of experimental data, use of library sources, and report writing. The student will be required to use library sources and to perform various experiments. The student will also be required to report his work by class talks and written reports.

PSYCHOLOGY

PSYH— Child Development 5 hrs
601 A study of the roles played by maturation and experience in the social, emotional, moral, and physical development of children from the prenatal period to adolescence. Observation of children in public school required for two hours weekly.

PSYH— Developmental Psychology 5 hrs
602 A study of the physical, social and cognitive aspects of human behavior from birth to death.

PSYH— Educational Psychology 5 hrs
605 Emphasis on learning, its nature, motivation, retention, appraisal, transfer, and application. Adjustment of educational practices to individual differences in abilities and interests

among pupils will be considered. Some observation in teaching-learning situations will be done.

PSYH— **Health Psychology** **5 hrs**
606 A survey of the role of psychological factors in the promotion and maintenance of health, in the prevention and treatment of illness and dysfunction, and in the operation of the health care system.

PSYH— **Statistics for the Behavioral** **5 hrs**
607 **Science**
 Prerequisites: Math 240. A survey of the statistics which are most frequently used in the behavioral sciences. Particular emphasis will be placed on analysis of variance techniques; some to the more useful nonparametric techniques will also be covered. Primary concern will be with computation and interpretation.

PSYH— **Experimental Psychology** **5 hrs**
608 Prerequisite: PSYH 307 and MATH 240. This course is designed to introduce students to experimental methods as applied to behavior. Some basic standard tools will be presented. Students will learn design of elementary experiments. Laboratory time will be spent implementing simple procedures.

PSYH— **History and Systems** **5 hrs**
609 An integrative course emphasizing the origins and background of the science of behavior. Important contributors and their schools of thought will be studied. Relating these schools of thought to present systematic developments in psychology will be emphasized.

PSYH— **Psychological Reading and Research**
610 Prerequisite: **2 hrs**
 Permission of Instructor

611 Prerequisite: **2 hrs**
 Permission of Instructor

612 Prerequisite: **2 hrs**
 Permission of Instructor

PSYH— **Social Psychology** **5 hrs**
615 A survey of the effects of the social environment on human behavior. Coverage includes: aggression, altruism, attitude change, audience effects, conformity, group dynamics, interpersonal attraction, leadership, sex roles and social perception.

PSYH— **Measurement of Individual** **5 hrs**
619 **Differences**
 An introduction to theories and practices of psychological measurement. The character-

istics and uses of specific maximum and minimum performance assessment devices will be included.

PSYH— **Psychology of Leadership** **5 hrs**
620 Psychology 101 is recommended but not required as a prerequisite. The characteristics of an effective leader will be studied and analyzed employing both a theoretical and an applied approach.

PSYH— **Physiological Psychology** **5 hrs**
623 Prerequisite: 10 hours Biology. Personality is viewed as the integration of the morphology, physiological and psychological aspects of the organism. The relationship between the internal environment and such behaviors as food intake control, mating behavior, neural action, emotion, etc., will be considered.

PSYH— **Sensation and Perception** **5 hrs**
625 A study of sensory systems emphasizing behavioral significance of structure and physiology.

PSYH— **Comparative Behavior** **5 hrs**
628 A treatment of evolutionary trends in behavior including neural and hormonal mechanisms, with emphasis on physiology and function.

PSYH— **Psychology of Learning** **5 hrs**
631 **and Cognition**
 An empirical and theoretical study of classical, and operant conditioning, perception, attention, memory thinking and language.

PSYH— **Individual Intelligence Testing:** **5 hrs**
633 **Wechsler and Stanford-Binet Scales**
 Prerequisite: Psychology 419. Training in the administration, scoring, and interpretation of the Wechsler and the Stanford-Binet Scales. A minimum competency in the use of these scales for both children and adults is required.

PSYH— **Behavior Modification** **5 hrs**
635 Selected behavior modification techniques including experimental analysis, successive approximation and other operant techniques, counter-conditioning, reciprocal inhibition, and others as applied to learning problems, mild behavioral disturbances, mild cases of retardation, and stress related disorders.

PSYH— **Theories of Personality** **5 hrs**
643 A critical evaluation of the major theories of personality and a survey or research on major personality variables comprise this course.

PSYH— 644	Applied Research Techniques	5 hrs		isfaction, leadership, performance assessment, organizational development.	
	A study of the research methodology for ap- plied problems and for non-laboratory settings. Coverage includes consumer, field, marketing, policy-oriented, program evaluation and sur- vey research techniques. Active student par- ticipation in applied research projects is em- phasized.		PSYH— 663	Psychological Counseling and Psychotherapy	5 hrs
				Prerequisites: PSYH 453. A study of the various methods employed in counseling and psychotherapy. These methods will be inter- preted as they are applied in the treatment of both the "disturbed" and the "normal" indi- vidual.	
PSYH— 653	Psychopathology and Maladaptive Behaviors	5 hrs			
	This course involves the study of the historical perspectives of abnormal behavior, the various psychosocial models used to understand be- havior as well as the study of personality de- velopment and adjustment. The major em- phasis of the course will be a thorough inves- tigation—involving the causes, dynamics, and treatment—of the following forms of abnor- mal behavior: transient situational disorders, neuroses, schizophrenia and paranoia, major affective disorders and suicide, sociopathic disorders, delinquency and crime, alcoholism and drug dependence.		PSYH— 665	Group Dynamics	5 hrs
				The study of the psychology of small group behavior. Coverage includes situational, physical and personality factors as they relate to group formation, interaction, and perfor- mance.	
			PSYH— 715	Advanced Educational Psychology	5 hrs
				Prerequisite: PSYH 101, PSYH 305 and two senior division courses in psychology. Appli- cations of the scientific findings of psychology to the more complex problems of the educa- tive process.	
PSYH— 654	Introduction to Clinical Psychology	5 hrs			
	This course emphasizes clinical assessment techniques, biological and psychological therapies, and contemporary issues in clinical psychology.		PSYH— 721	Applied Psychology	5 hrs
				Application of the principles of psychology to social, business, industrial, governmental, educational, military and other professional fields.	
PSYH— 662	Industrial/Organizational Psychology	5 hrs			
	The study of human problems in work settings, selection, placement, motivation and job sat-		PSYH— 780	Independent Study in Psychology	5 hrs
				Independent reading and research in the area of student's interest with consent of instructor.	

SCIENCE

The Master of Education degree consists of 25 hours of education courses, 10 hours of biology, 10 hours of chemistry and 10 hours of physics. Specific courses will vary according to the needs of each student. Persons seeking this degree must have the following pre-requisites:

- 1. Forty undergraduate hours in one of either biology, chemistry or physics.
- 2. Fifteen undergraduate hours in each of the two sciences not chosen in number one above. These 15 hours should be equivalent to the following undergraduate courses at North Georgia College:
 - a. Biology 105, 106, 107
 - b. Chemistry 121, 122, 123
 - c. Physics 223, 224, 225

SOCIAL SCIENCE

The Department of Social Sciences offers a thirty hour Multi-disciplinary program leading to a Masters of Education in Social Science. In addition to the admission requirements of the North Georgia College graduate program a candidate must have an undergraduate background in the Social Sciences.

All study programs in the Social Sciences must include Social Science 601 (Research Methods), Social Science 602 (Statistics for the Social Sciences) and four other courses drawn from the courses listed below. At least one course must be at the 700 level. Candidates must successfully complete a written and oral comprehensive examination during their final quarter after consultation with academic concentration professors.

HISTORY

Seminars and Colloquims

600 level courses are formal lecture-discussion format. 700 level courses are seminar or colloquium format.

HIST— 600	Studies in Histiography	5 hrs	HIST— 675	Studies in Military History	5 hrs
HIST— 610	Studies in Ancient and Medieval History	5 hrs	HIST— 687	Studies in Islam & World History	5 hrs
HIST— 620	Studies in Early Modern Europe	5 hrs	HIST— 690	Studies in Regional and Local History	5 hrs
HIST— 630	Studies in Nineteenth & Twentieth Century World	5 hrs	HIST— 699	Studies in Third World History	5 hrs
HIST— 640	Studies in Modern World Revolutions	5 hrs	HIST— 700	Readings and Research in American History	5 hrs
HIST— 645	Studies in U.S. History	5 hrs	HIST— 701	Readings and Research in American Social and Cultural History	5 hrs
HIST— 655	Studies in Social & Cultural History of U.S.	5 hrs	HIST— 702	Readings and Research in Southern History	5 hrs
HIST— 660	Studies in Southern History	5 hrs	HIST— 703	Studies in American Diplomatic History	5 hrs
HIST— 664	Studies in Urban America	5 hrs	HIST— 704	Readings and Research in English History	5 hrs
HIST— 665	Studies in U.S. Diplomatic History	5 hrs	HIST— 705	Readings and Research in the Western Tradition	5 hrs
HIST— 671	Studies in World War I	5 hrs	HIST— 706	Readings and Research in Modern World History Since 1900	5 hrs
HIST— 672	Studies in World War II	5 hrs			

HIST— 707	Readings and Research in Diplomatic History Since 1870	5 hrs	HIST— 771	American History Seminar	5 hrs
HIST— 708	Readings and Research in Russian History	5 hrs	HIST— 772	World Civilization Seminar	5 hrs
HIST— 709	Readings and Research in European Social and Cultural History	5 hrs	HIST— 780	Independent Study	5 hrs
HIST— 710	Readings and Research in Third World History	5 hrs	HIST— 781	Economic History Seminar	5 hrs

POLITICAL SCIENCE

PLSI— 655	Studies in the American Constitutional System	5 hrs	PLSI— 702	Readings and Research in American Political Thought	5 hrs
PLSI— 656	Studies in the American Political Institutions	5 hrs	PLSI— 703	Readings and Research in Constitutional Studies	5 hrs
PLSI— 657	Studies in American Political Thought	5 hrs	PLSI— 704	Readings and Research in Latin American Studies	5 hrs
PLSI— 660	Studies in International Relations	5 hrs	PLSI— 705	Readings and Research in Comparative Government	5 hrs
PLSI— 661	Studies in Soviet and Eastern European Government	5 hrs	PLSI— 706	Readings and Research in International Relations	5 hrs
PLSI— 662	Studies in Soviet Foreign Policy	5 hrs	PLSI— 707	Readings and Research in Political Thought	5 hrs
PLSI— 663	Studies in Comparative Government	5 hrs	PLSI— 708	Readings and Research in Soviet and Eastern European Studies	5 hrs
PLSI— 700	Readings and Research in the American Political System	5 hrs	PLSI— 773	Political Science Seminar	5 hrs
PLSI— 701	Readings and Research in State and Local Government	5 hrs	PLSI— 780	Readings in Civil Liberties and Judicial Process	5 hrs

SOCIAL SCIENCE

SOSC— 601	Research Methods in the Social Sciences A basic introduction into the area of research methods. The main areas of social research will be examined. Field Survey Evaluation, Experimentation and Content, Pragmatic and Theoretical considerations will also be exam- ined. A research project will be required of all students.	5 hrs	SOSC— 602	Statistics for the Social Sciences Prerequisite: MATH 240 and SOSC 601. A brief review of the basis for inferential and descriptive statistics; statistical inference and the assumption of causality through specific techniques and procedures including correla- tion, regression, etc. Emphasis will be placed on understanding the concepts behind the techniques as well as the mechanical skills involved. Calculators will be helpful for this course.	5 hrs
--------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------	--------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------

- SOSC— 635 Family Violence 5 hrs**
Interdisciplinary course which will deal with the main areas of family violence, wife beating, husband beating, child abuse, sibling violence and "granny-bashing". These areas will be explored concerning causation social and cultural context. Research in the area, responsibility and proposed means of prevention will also be dealt with.
- SOSC— 650 Law and Society 5 hrs**
A general overview of how laws can affect society and how people's attitudes can affect the law. It will deal with several landmark

- SOSC— 700 Contemporary World Social Awareness 1-5 hrs**
Interdisciplinary readings and research course taught in a seminar format. This course will explain the historical, political, and social implications of issues in the contemporary world.

SOCIOLOGY

- SOCI— 605 Race and Ethnicity 5 hrs**
An examination of the development and persistence of racial and ethnic cleavages in societies, especially the U.S. Close attention will be given to the historical and economic functions of racism and discrimination, as well as their implications for a pluralistic society.
- SOCI— 610 Sociological Theory 5 hrs**
A survey of the major theoretical concepts of major writers in sociology from Comte to the present.
- SOCI— 615 Social Stratification 5 hrs**
Explores the economic, political and social basis of stratification and in-equality in the U.S. today. Attention is given to the origins and nature of social classes, as well as other social divisions such as occupation, sex, race, ethnicity, wealth and power.
- SOCI— 618 Social Movements and Collective Behavior 5 hrs**
An analysis of mass movements and collective protest from a historical and behavioral perspective. Emphasis is on understanding social movements as both agents and products of social change and their relationship to various other forms of collective phenomena.
- SOCI— 621 Juvenile Delinquency 5 hrs**
This course emphasizes three area of the problem of juvenile delinquency—Causation, Treatment, and Prevention.
- SOCI— 623 Social Change 5 hrs**
This course examines the theories, directions, mechanisms, patterns, spheres and impacts of change at various levels of social organization in society.

- SOCI— 630 The Feminist Movement 5 hrs**
A historical study of the Feminist Movement in the United States emphasizing its political, economic, and social impact.
- SOCI— 635 Political Sociology 5 hrs**
A sociological analysis of political systems and power and their relationship to social and economic forces. Attention is given to exploring the question of "who rules America" and the processes involved in maintaining and legitimating political order.
- SOCI— 640 Population and Environment 5 hrs**
An examination of the sociological relationships between population growth, economic policies, natural resources, and environmental degradation. Emphasis is on viewing such problems from an ecological perspective and their consequences for future survival.
- SOCI— 641 Environment Technology and Society 5 hrs**
An examination of the sociological relationships between population growth, economic policies, natural resources, and environmental degradation. Emphasis is on viewing such problems from an ecological perspective and their consequences for future survival.
- SOCI— 650 Occupations and Organizations 5 hrs**
An analysis of occupations, professions, and work roles from an organizational perspective. Attention is paid to such topics as occupational inequalities, mobility, and professional ethics, as well as the effect of technology on work and job satisfaction.

SOCI— 660	Deviance A study of the causes and consequences of behavior labeled problematic and reactions to them on the part of American society.	5 hrs	SOCI— 700	Readings and Research in Social Problems (Permission of Instructor)	5 hrs
			SOCI— 780	Independent Study (Permission of Instructor)	5 hrs

The following Economics courses offered by the Department of Business Administration will be acceptable toward the fulfillment of requirements for the M.Ed. degree in Social Science Education.

BADM— 621	Macroeconomic Analysis Prerequisites: BADM 221 and 222. An intensive study of the measurement, analysis, and control of aggregate economic activity. The economic principles underlying national income, business cycles, and growth are examined; and particular attention is given to problems involved in formulating economic policies.	5 hrs	BADM— 646	Public Finance Prerequisites: BADM 221 and 222. A study of the principles and techniques of government debt; specific tax and non-tax revenues; and expenditures at the national, state and local levels.	5 hrs
BADM— 622	Intermediate Economic Analysis Prerequisites: BADM 221 and 222. An intensive study of price theory and its uses. Specific topics covered include: the theory of demand, the theory of the firm, pricing in competitive and monopolistic markets, and the pricing of economic resources.	5 hrs	BADM— 720	Economics for High School Teachers Develops the content, teaching, and application and economics to citizen needs for teachers who desire an understanding of general economics in the public school curriculum.	5 hrs
BADM— 625	Money and Banking Prerequisites: BADM 221 and 222. A study of the basic principles and concepts of money and credit and their importance in the present economy. The major topics emphasized are the key role of the commercial banking system in our economy, central banking as a means of expanding and stabilizing the supply of money and credit, monetary and fiscal policies, international banking and finance, and other banking credit institutions.	5 hrs	BADM— 721	Economics for Elementary and Middle School Teachers Develops the content, teaching, and application of economics for teachers who desire an understanding of general economics in the K-8 public school curriculum.	5 hrs
BADM— 626	Labor Economics Prerequisites: BADM 221 and 222. A study of the origin of the labor movement; population and the labor force; organized labor; union organization and management; collective bargaining; and the problems of unemployment, full employment, wage theory and policies, and labor legislation.	5 hrs	BADM— 722	Consumer Economics This course is designed for teachers and those students who desire a detailed study of consumer problems. The more important elements of consumer education are reviewed, including consumer goods, consumers; services, buying problems, consumer organization, problems or personal finance, and well balanced spending programs.	5 hrs
			BADM— 700	Readings and Research in Geography for Teachers This course considers the evolution of the discipline, its current conceptional core; area "element-complexes," systematic vs. regional analytical procedures. Considers standard bibliographic sources. Procedures in adapting information from several sources to the classroom. (OFFERED THROUGH THE DEPARTMENT OF EDUCATION)	5 hrs

Graduate Faculty

GRADUATE FACULTY

DELMAS J. ALLEN (1988) Professor of Biology
B.A., University of North Carolina; B.S., M.S. American University of Beirut; Ph.D.,
University of North Dakota.

SARAH B. ALLEN (1989) ... Assistant Professor of Language, Literature, Speech and
Drama
B.A., University of North Carolina; M.A., University of North Dakota; Ph.D.,
University of Toledo.

LINDA B. AUGUST (1972) Associate Professor of Social Science
A.B., Wesleyan College; M.S.S.W., University of Tennessee.

DAVID W. BARNETT, JR. (1979) Assistant Professor of Music
B.M.E., M.M.E., Florida State University; D.M.A., University of Miami.

GEORGE B. BELDEN (1971) Professor of Education
B.A., M.S., Ph.D., Florida State University.

SIDNEY E. BENTON (1975) Fieldale Professor of Education
B.S., University of Montevallo; M.A., University of Alabama; Ed.D. University of
Georgia.

JOSEPH A. BIESBROCK (1970) Professor of Biology
B.S. Utah State University; M.S., Ph.D., University of Georgia.

PHILLIP G. BUCKHIESTER (1976) Professor of Mathematics and Computer
B.S., Ph.D., Clemson University. Science

MAC A. CALLAHAM (1963) Professor of Biology
B.S., University of Georgia; M.A., Ed.S., Peabody College; Ph.D., University of
Georgia.

NANCY C. COILE (1989) Assistant Professor of Biology
B.S., M.S., Ph.D., University of Georgia.

V. KAY COLBERT (1972) Professor of Education
B.A., University of Arkansas; M.A., Ph.D., University of Alabama.

JIM G. COONE (1968) Professor of Psychology
A.B., Carson-Newman College; M.S., Ph.D., University of Georgia.

- WINSLOW G. CRANNELL (1971) Professor of Fine Art
A.A., Manatee Junior College; B.A., M.F.A., Florida State University.
- THOMAS C. DAVIS (1964) Professor of Chemistry
B.S., North Georgia College; Ph.D., Florida State University
- LENNET J. DAIGLE (1990) ... Professor of Language, Literature, Speech and Drama
B.A., University of Dallas; M.A., Ph.D., University of South Carolina.
- H. LAWRENCE DENNIS (1968) Professor of Business Administration
B.S., Newberry College; CPA, State of South Carolina; M.S., University of South Carolina; D.B.A., University of Kentucky.
- LEO C. DOWNING, JR. (1980) Associate Professor of Criminal Justice/
Sociology
B.S., Northeastern University; M.A., Indiana State University; Ph.D., Oklahoma State University.
- ALLEN R. ELLINGTON (1964) Professor of Business Education
B.S., M.A., Appalachian State College; Ed.D., University of Georgia.
- CLAUD F. ELLIOTT, JR. (1984) Associate Professor of Physics
A.S., Gainesville Junior College; B.S., North Georgia College; Ph.D., Clemson University.
- JAMES M. EWING, JR. (1971) Professor of Language, Literature, Speech and
Drama
B.A., M.A., University of Mississippi; Ph.D., University of Southern Mississippi.
- DAVID FORE (1978) Associate Professor of Education
A.B., Davidson College; M.A., Boston University; Ed.D., University of Houston.
- THOMAS H. FOX (1976) Professor of Biology
B.A., Gettysburg College; Ph.D., University of North Carolina at Chapel Hill.
- SUSAN P. GANNAWAY (1988) Associate Professor of Education
A.B.H., Ohio Wesleyan University; M.Ed., University of Georgia; Ed.D., Auburn University.
- MARC J. GILBERT (1981) Associate Professor of History
B.A., M.A., Ph.D., University of California.
- KATHLEEN A. GRUENHAGEN (1986) Assistant Professor of Education
B.S. Purdue University; M.Ed., Ed.D., University of South Carolina.

BOB W. JERROLD (1990) Professor of Education
B.S., Southeast Missouri State College; M.S., Ph.D., University of Wisconsin.

ROSALIE S. JENSEN (1988) Professor of Mathematics and Computer Science
B.A., Shorter College; M.A., University of Georgia; Ph.D., Florida State University.

PERCY C. JONES (1980) Associate Professor of Physical Education
B.S., M.S., University of Southern Mississippi; Ed.D., University of Georgia.

JUDITH L. LONG (1979) Associate Professor of Education
B.A., M.Ed., Georgia State University; Ph.D., University of Georgia.

PETER J. McDONALD (1977) Associate Professor of Psychology
B.A., Macalaster College; M.S., Ph.D., Tulane University.

TERRY M. McLEOD (1975) Professor of Education
B.S.Ed., M.A., Ed.D., University of Alabama.

MARY RUTH MILLER (1976) Professor of Language, Literature, Speech and
Drama
A.B., Florida State University; M.A., George Peabody College; Ph.D., Duke University.

BRIAN MURPHY (1981) Associate Professor of Political Science
B.A., University of Dayton; M.A., Ph.D., Miami University.

CHARLES S. NOBLE (1971) Professor of Psychology
B.A., Hanover College; M.S., Ph.D., University of Georgia.

W. GUY OLIVER (1964) Professor of Language, Literature, Speech and Drama
B.S., B.D., University of Manchester; Ph.D., Hebrew Union College.

JANIE D. OSBORN (1975) Professor of Education
B.S., M.S., Ed.D., University of Alabama.

JOHN H. OWEN (1970) Professor of Biology
B.S.A., University of Florida; M.S., Ph.D., University of Wisconsin.

ROBERT L. OWENS (1965) Professor of Art
B.F.A., M.F.A., University of Georgia.

DAVE PANDRES, JR. (1971) Professor of Mathematics
B.S., M.A., Ph.D., University of Texas.

JAMES C. PARKER (1975) Associate Professor of Biology
B.A., Shorter College; Ph.D., Virginia Polytechnic Institute and State University.

JAMES C. PARKS (1980) Professor of Psychology
B.S.Ed., Auburn University; M.Ed., Ph.D., University of Georgia.

PAUL R. PATTEN (1980) Associate Professor of Mathematics and Computer
Science
B.A., University of Oklahoma; M.A., University of Massachusetts; Ph.D., University
of Oklahoma.

JOHN F. PEARCE (1970) Fuller E. Callaway Professor of Economics
B.S., Furman University; M.A., University of Pennsylvania; Ph.D., University of
Alabama; C.L.U., American College of Life Underwriters.

WINSTON K. PENDLETON, III (1988) Professor of Physics
B.S.E., University of Michigan; M.S., Ph.D., Air Force Institute of Technology.

JOHN E. RABER (1971) Professor of Physical Education
B.S., Lock Haven State College; M.S., Bucknell University; Ed.D., University of
Georgia.

RICHARD W. REISELT (1990) Assistant Professor of Physical Education
B.A., Augustana College; M.S., Indiana University; D.A., Middle Tennessee State
University.

RAY C. RENSI (1966) Professor of History
A.B., Milligan College; M.A., East Tennessee State University; Ph.D., University of
Georgia.

ALICE H. REYNOLDS (1981) Associate Professor of Language, Literature,
Speech and Drama
B.A., Georgia College; M.A., Ph.D., University of Georgia.

THOMAS W. RICHARDSON (1971) Professor of Chemistry
B.S., M.A., University of Texas at Austin; Ph.D., University of Florida.

GEORGE S. ROSS (1977) Associate Professor of Education
B.S., M.Ed., North Georgia College; Ed.S., Ed.D., University of Georgia.

ROBERT G. SABA (1972) Professor of Education
B.S., College of Santa Fe; M.Ed., Louisiana State University; Ph.D., University of
Southern Mississippi.

TOMMYE M. SCANLIN (1972) Associate Professor of Fine Arts
B.S.Ed., M.E.Ed., University of Georgia; M.F.A., East Tennessee State University.

GREGORY L. SHEETS (1987) Assistant Professor of Sociology
B.A., M.A., Arkansas State University; Ph.D., Oklahoma State University.

KATHLEEN A. SISK (1981) Assistant Professor of Mathematics
B.S., M.Ed., North Georgia College; Ed.S., University of Georgia; Ph.D., Georgia State University.

LAWRENCE J. SOROHAN (1972) Professor of Education
B.S.Ed., University of Dayton; M.Ed., Ph.D., Ohio University.

JAMES R. SPROUSE (1990) Assistant Professor of Language, Literature,
Speech and Drama
B.A., Tennessee Temple University; M.A., University of Mississippi; Ph.D., University of Tennessee.

JUDITH N. TRUE (1975) Professor of Education
B.A., Marshall University; B.S., M.S., Florida State University; Ph.D., Georgia State University.

JEWEL M. WADE (1975) Professor of Education
A.B., Mercer University; M.Ed., Ed.D., University of Georgia.

JIMMY C. WOODS (1988) Assistant Professor of Mathematics and Computer
Science
B.S., M.Ed., North Georgia College; Ed.D., University of Georgia.

Index

Index

23	AT A DISTANCE
21	AT A DISTANCE
18	AT A DISTANCE
20	AT A DISTANCE
22	AT A DISTANCE
2	AT A DISTANCE
24	AT A DISTANCE
26	AT A DISTANCE
28	AT A DISTANCE
30	AT A DISTANCE
32	AT A DISTANCE
34	AT A DISTANCE
36	AT A DISTANCE
38	AT A DISTANCE
40	AT A DISTANCE
42	AT A DISTANCE
44	AT A DISTANCE
46	AT A DISTANCE
48	AT A DISTANCE
50	AT A DISTANCE
52	AT A DISTANCE
54	AT A DISTANCE
56	AT A DISTANCE
58	AT A DISTANCE
60	AT A DISTANCE
62	AT A DISTANCE
64	AT A DISTANCE
66	AT A DISTANCE
68	AT A DISTANCE
70	AT A DISTANCE
72	AT A DISTANCE
74	AT A DISTANCE
76	AT A DISTANCE
78	AT A DISTANCE
80	AT A DISTANCE
82	AT A DISTANCE
84	AT A DISTANCE
86	AT A DISTANCE
88	AT A DISTANCE
90	AT A DISTANCE
92	AT A DISTANCE
94	AT A DISTANCE
96	AT A DISTANCE
98	AT A DISTANCE
100	AT A DISTANCE
102	AT A DISTANCE
104	AT A DISTANCE
106	AT A DISTANCE
108	AT A DISTANCE
110	AT A DISTANCE
112	AT A DISTANCE
114	AT A DISTANCE
116	AT A DISTANCE
118	AT A DISTANCE
120	AT A DISTANCE
122	AT A DISTANCE
124	AT A DISTANCE
126	AT A DISTANCE
128	AT A DISTANCE
130	AT A DISTANCE
132	AT A DISTANCE
134	AT A DISTANCE
136	AT A DISTANCE
138	AT A DISTANCE
140	AT A DISTANCE
142	AT A DISTANCE
144	AT A DISTANCE
146	AT A DISTANCE
148	AT A DISTANCE
150	AT A DISTANCE
152	AT A DISTANCE
154	AT A DISTANCE
156	AT A DISTANCE
158	AT A DISTANCE
160	AT A DISTANCE
162	AT A DISTANCE
164	AT A DISTANCE
166	AT A DISTANCE
168	AT A DISTANCE
170	AT A DISTANCE
172	AT A DISTANCE
174	AT A DISTANCE
176	AT A DISTANCE
178	AT A DISTANCE
180	AT A DISTANCE
182	AT A DISTANCE
184	AT A DISTANCE
186	AT A DISTANCE
188	AT A DISTANCE
190	AT A DISTANCE
192	AT A DISTANCE
194	AT A DISTANCE
196	AT A DISTANCE
198	AT A DISTANCE
200	AT A DISTANCE

Index

ACADEMIC PERFORMANCE	23
ACADEMIC REGULATIONS	21
ADMISSION REQUIREMENTS	16
ADMISSION TO CANDIDACY	20
ADVISERS	25
CALENDAR	2
CHANGE OF PROGRAM	25
CHECK LIST (PROGRAM)	28
CODE OF CONDUCT	12
COMPREHENSIVE FINAL EXAMS	22
COMPUTER FACILITIES	11
COURSE DESCRIPTIONS	31
BIOLOGY	32
BUSINESS EDUCATION	33
CHEMISTRY	36
EDUCATION	37
LANGUAGE ARTS	40
SPECIAL EDUCATION	41
FINE ARTS	43
LANGUAGE, LITERATURE, SPEECH and DRAMA	44
MATHEMATICS	45
MODERN LANGUAGES	47
PHYSICAL EDUCATION	48
PHYSICS	49
PSYCHOLOGY	50
SCIENCE	52
SOCIAL SCIENCE	53
HISTORY	53
POLITICAL SCIENCE	54
SOCIAL SCIENCES	54
SOCIOLOGY	55
COURSE NUMBERS, LOAD AND SCHEDULE	21
COURSE REQUIREMENTS	20
EXPENSES AND FEES	7
FACULTY	57
FACULTY COMMITTEES	22
FINANCIAL AID	10
GENERAL INFORMATION	6
GRADING SYSTEM	23
GRADUATION	23
INSTRUCTIONAL MEDIA	11
INTERNATIONAL STUDENTS	12
LIBRARY	11
NOTICE OF RESPONSIBILITIES	IFC
OFF CAMPUS PROGRAM	25
PHYSICAL THERAPY	7
PROGRAM OF STUDY	20
SPECIALIST DEGREE	7
STANDINGS	16
TEACHER CERTIFICATION	26
THESIS	21
TIME LIMIT, RESIDENCE REQUIREMENT	24
TRANSFER	24
TRANSIENT STUDENT PERMISSION	25
TRANSIENT STUDENTS	25

North Georgia College
Graduate Bulletin
Dahlonega, Georgia 30597







